

**CODE OF
BRAILLE TEXTBOOK FORMATS
AND TECHNIQUES, 1965**

REVISED, 1966

Compiled Under the Authority of the
AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND
and the
AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

Adopted January 1, 1965
Revisions Adopted June-July, 1966

AMERICAN PRINTING HOUSE FOR THE BLIND
Louisville, Kentucky

1967

HV1669
Am35
1967



15 WEST 16th STREET
NEW YORK, N. Y., 10011

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FOREWORD

For the past several decades, it has become increasingly apparent that there is a very real need to standardize formats and techniques used in the presentation of textbook materials for blind students. Accordingly, in 1962 the AAIB-AAWB Braille Authority appointed an Advisory Committee on Textbook Formats and Techniques, composed of educators, transcribers and other braille experts, to work with it in the development of standardized procedures for the embossing of educational materials.

The work of this group has included a careful study of textbooks of all types and on all subjects, from the pre-primer to college level, in order to try to discover the many and varied problems to be solved. Many of the subjects dealt with in this code have been treated because of actual difficulties encountered by transcribers and printers in embossing textbook materials. Some research was done through sending material as it was prepared to transcribing groups and publishers to obtain their reactions.

It is recognized that this is not a finished code. Because of the complicated nature of format problems, and because of the immediate need for guidance of transcribers, it has not seemed feasible to wait the long time necessary for formal research. Rather, it is believed that much more will be gained by giving the code to the field for practical demonstration. Upon receipt of questions and comments coming from a broad clientele of users, the material can be refined and expanded to a point where it will become of maximum value to braille readers and transcribers. In the meantime, uniform usage on the points contained in the present code should prove of great value to all concerned.

The very great thanks of the AAIB-AAWB Braille Authority are given to the members of the Advisory Committee on Textbook Formats and Techniques:

Dr. Doris Gray

Roy G. Haynes

Barney Mamet

Lorraine P. Murin

Grace Napier

Dr. Carson Y. Nolan

Virginia Scharoff

Esther-Rosalie Stone

Credit and appreciation is also given to the Vocational Rehabilitation Administration, Department of Health, Education, and Welfare, Washington, D. C., for a very substantial grant to the American Printing House for the Blind, Louisville, Kentucky, which has also subsidized the publication of this code. Through their generosity, the complete plate costs, plus 50 percent of the cost of the printing and binding of the first editions, in both ink print and braille, have been underwritten, thereby making possible distribution of this work at a minimum price.

Upon adoption by the AAIB and AAWB, as of January 1, 1965, this work becomes the official CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES for use in the United States.

AAIB-AAWB Braille Authority

Maxine B. Dorf (1959-)

Marjorie S. Hooper (1959-)

Bernard M. Krebs (1959-)

July, 1964.

RULES FOR THE TRANSCRIPTION OF TEXTBOOKS

GENERAL PRINCIPLES

A. All transcriptions should conform to the rules and usages provided in the official braille codes listed below, except as modifications are herein set forth for textbooks:

ENGLISH BRAILLE, AMERICAN EDITION—1959; REVISED, 1962.

NEMETH CODE OF BRAILLE MATHEMATICS AND SCIENTIFIC NOTATION, 1965.

REVISED INTERNATIONAL MANUAL OF BRAILLE MUSIC NOTATION, 1954.

B. No book should be transcribed without being completely pre-examined for special problems which should be structured before starting the embossing.

GENERAL RULES

RULE I—PAGE SIZE AND LINE SPACING; PAGE NUMBERING; RUNNING HEADS

§1. Page Size and Line Spacing:

a. All materials for the first school grade should be embossed on a page no larger than 11" x 9", with the width running the 11" length of the page. Each braille line should be followed by a blank line. If ink-print interlining of the braille material is required, the ink print should appear, word-for-word, above the braille line.

b. Materials for school Grade II and above should be written on a page of 25 lines, of not fewer than 37 cells each. Single line-spacing should be employed.

§2. Ink-print Page Numbers: For the information of the student, it is important to indicate where each ink-print page begins.

a. If a new ink-print page is started at the top of a braille page, the ink-print page number should be written in the last cells of the first line, with not less than three clear spaces left between the page number and the text or running head. (See §3 below for braille page numbering.)

b. When an ink-print page ends on the last or next to the last line of the braille page, the new ink-print page should start at the top of the next braille page.

c. If a new ink-print page starts in the middle of a braille page:

(1) The braille line should be terminated with the last word on the ink-print page.

(2) The ink-print page number should be inserted at the extreme end of the next braille line. A complete line of dots 3-6 should precede immediately, without spacing, the number or letter sign of the page number. **Ex:**

b. If, in checking the page numbers of hand-transcribed textbooks, a braille page number has been repeated, the repetition sign ⠠⠠ (dots 5-6) should be placed immediately before the number sign of the page on which the duplication has been made. If a page number has been omitted, the omission sign ⠠⠠ (dot 5) should be placed immediately before the number sign of the page on which the omission has been made. For preliminary pages, these signs should be preceded by the letter “p.”

§4. **Running Heads:** If the agency of the transcriber requires the use of the title as a running head on the first line of each braille page, the running head should not occupy more than one braille line. Where necessary, the running head should be shortened so that at least three clear spaces are left at the beginning of the line and between the end of the running head and the ink-print page number.

RULE II—PRELIMINARY PAGES

§5. **Order of Preliminary Pages:** Preliminary pages should appear in the following order:

- Title page
- Any copyright information, including dates, which cannot be contained on the title page
- Dedication
- Lists of special braille symbols used in the particular book (or volume)
- Transcriber’s notes which apply to special usages, format, etc., employed in transcribing the text (or individual volume)
- Table of Contents

For the placement and ink-print page numberings of forewords, prefaces, introductions, etc., see §2e.

§6. **Title Pages:** All braille title pages for textbooks should contain the following minimum information, in the order listed:

- Title (with number of edition if given in ink print)
- Subtitle (if any) or name of series
- Author or authors, with their degrees
- Publisher’s permission, with address (city and state only) of publisher
- List of copyright dates and copyright owners
- Year of braille transcription
- Name of transcriber, with organization affiliation, and address (city and state only)
- Number of braille volumes
- Individual braille volume number
- Inclusive braille pages (both preliminary and text)
- Inclusive ink-print pages (both Roman and Arabic numeral)

On pages 4-6 are models of braille title pages, showing the correct format, including capitalization, centering of lines, and blank lines. The number of lines skipped between various segments of the title page may vary according to the differing lengths of information, i.e., long and short titles, many authors instead of one, etc. Each braille title page should begin on the first line and end on the last line of the braille page.

a. All references to the following should be omitted from the braille transcription:

- (1) Names and information about ink-print illustrators.
- (2) Ink-print printing dates or information (found either at the foot of the title page or on the back thereof), except where copyright dates are not given.
- (3) Any reference to grades of braille or special braille codes used to emboss a particular text, such as English Braille, music code, Nemeth Code, etc.

b. For the writing of foreign-language title pages, see Appendix E—Foreign Languages.

c. The page or pages immediately following the braille title page should include the following:

- (1) Complete copyright dates and other copyright information, if not included on the title page.
- (2) Information about the authors and/or editors (repeating names and degrees), plus supplementary data concerning positions and affiliations.

MODELS OF TITLE PAGES

Model #1—Simple Title Page of a Non-series Textbook

1	REAL ESTATE; Fourth Edition	
2	Principles and Practices	
3		
4	By	
5	PHILIP A. BENSON	
6	NELSON L. NORTH, LL.M.	
7	ALFRED A. RING, Ph.D.	
8		
9		
10	With Permission of the Publishers	
11	Prentice Hall, Inc.	
12	Englewood Cliffs, New Jersey	
13	Copyright, 1964. All rights reserved.	
14		
15		
16	Transcribed, 1964, by	
17	Name of Transcriber	
18	Name of Organization	
19	City and State	
20		
21		
22	In Fifteen Volumes	
23	Volume III	
24	Braille pages p1-p3 and 202-300	
25	Ink pages 103-165	p1

Models #2a and #2b—Title Pages for Books of a Series

Title pages for books of a series are two kinds: (a) those whose individual book titles are different from the series title; and (b) those with titles consisting of the series title and a grade level number for each individual book of the series. In the latter case, sometimes the ink-print title page does not show grade levels in either words or numbers, but the grade level is indicated on the cover or spine by a geometric design of the proper number of lines, dots, stars, triangles, etc. The braille title page *must* include the grade level in words or numbers as a part of the title. In such cases, a colon should follow the series title, before inserting the grade level.

On page 5 are two models showing how such titles should be arranged:

Model #2a—Title Page for a Book of a Series Which Has Its Own Title Separate from the Series Title

1 SCIENCE ADVENTURES; Second Edition
 2 Singer Science Series
 3
 4
 5 By
 6 GEORGE WILLARD FRASIER
 7 HELEN DOLMAN MacCRACKEN
 8 DONALD GILMORE DECKER
 9
 10 With Permission of the Publishers
 11 The L. W. Singer Company
 12 Syracuse Chicago
 13 Copyright 1962 by
 14 The L. W. Singer Company, Inc.
 15 Also Copyright 1959.
 16
 17 Transcribed, 1964, by
 18 Name of Transcriber
 19 Name of Organization
 20 City and State
 21
 22 In Four Volumes
 23 Volume IV
 24 Braille pages p1-p3 and 297-375
 25 Ink pages 158-221 p1

* * * * *

Model #2b—Title Page for a Book of a Series Which Has the Same Title as the Series, Plus a Grade Level

1 SEEING THROUGH ARITHMETIC: 4
 2
 3 By
 4 MAURICE L. HARTUNG
 5 HENRY VAN ENGEN, and LOIS KNOWLES
 6
 7 With Permission of the Publishers
 8 Scott, Foresman and Company
 9 Chicago
 10 Copyright 1961 by Scott, Foresman and
 11 Company. Previous Copyright 1955 by
 12 Scott, Foresman and Company.
 13 Philippines Copyright, 1955, by
 14 Scott, Foresman and Company.
 15 International Rights Reserved.
 16
 17 Transcribed, 1964, by
 18 Name of Transcriber
 19 Name of Organization
 20 City and State
 21
 22 In Twelve Volumes
 23 Volume VI
 24 Braille pages p1-p4 and 512-601
 25 Ink pages 225-280 p1

Model #3—Special Editions

Special editions of standard textbooks are often published by parochial schools or individual states. Title pages for such books must include slightly different information than those for the standard editions:

1	EASY STEPS TO HEALTH
2	Road to Health
3	
4	By
5	EDWINA JONES, EDNA MORGAN,
6	PAUL E. LANDIS
7	Consultant, CHARLES F. GOOD, M.D.
8	
9	With Permission of the Publishers
10	Laidlaw Brothers, Inc.
11	CALIFORNIA STATE SERIES
12	Published by California State Department of
13	Education, Sacramento, 1959
14	Copyright, 1959
15	By Laidlaw Brothers, Inc.
16	
17	Transcribed, 1964, by
18	Name of Transcriber
19	Name of Organization
20	City and State
21	
22	In Two Volumes
23	Volume I
24	Braille pages p1-p11 and 1-68
25	Ink pages 1-72

p1

§7. **Acknowledgments** should always begin a new page and should be placed at the *end of the last volume*, with the ink-print page number omitted. Although inclusion of acknowledgments is required by the publisher, they may be omitted when they refer to maps, pictures, illustrations, etc., which are **not** included in the braille edition.

§8. **Dedications**, if any, should be included and should be centered on a separate page.

§9. **List of Special Braille Symbols:** All special braille symbols used in a particular transcription should be presented at the front of each volume in which they occur. Each braille symbol should be followed by its dot numbers enclosed in parentheses. These symbols include: foreign-accented letters; diacritics, Merriam-Webster Pronunciation Signs, and other signs of pronunciation; and any special symbols devised for a particular purpose. If the symbols fall into a number of different categories, they should be listed under their categorical headings.

§10. **Transcriber's Notes.** An explanation of any special format or usage not covered by this code should be placed under "Transcriber's Notes" in the front of any volume in which it occurs. If a special format or usage is employed only once in the entire transcription, a transcriber's note should be placed in the text in brackets at that point, and should not be included in the Transcriber's Notes in the front of the volume. Transcriber's notes inserted in brackets within the text should be written in paragraph form, starting in cell 7, with all runovers beginning in cell 5. Lines must not be skipped before or after such notes unless they precede headings.

§11. Contents:

a. The complete Table of Contents for the entire book should be included in Volume I, with references to the ink-print pages only. Each subsequent volume should contain only that portion of the Table of Contents included in that braille volume. (If possible to show volumes, see §h below.) Lists of maps, diagrams, tables and illustrations should be omitted if they are not included in the braille edition. These omissions should be noted at the end of the Table of Contents of the first volume only.

b. To transcribe a Table of Contents:

(1) The word CONTENTS should be centered on the first line of the first page only. If a centered heading, such as WHAT YOU WILL STUDY, or the like, appears instead of the word CONTENTS, follow copy.

(2) Place the word “Page” at the end of the second line. If the ink-print copy includes the single word “Chapter,” “Essays” or “Stories,” etc., at the margin over the numbers and/or titles, such heading should be placed at the beginning of the second line. If the word “Chapter” precedes the chapter numbers throughout the contents, it should be placed as a heading at the margin on line 2, and omitted before the chapter numbers.

(3) Unit and part headings, however placed in ink print, should be centered immediately above the chapter or other subdivisions to which they apply, and should be preceded by a blank line.

(4) For the **body of the contents**:

(a) Chapter headings (with their numbers, if any) should start at the margin, with all runovers indented two cells. If there are main headings and sub-headings, the main headings should begin at the margin and the sub-headings in cell 3, with all runovers indented to cell 5. If there are sub-headings to the sub-headings, the main heading should begin at the margin, the sub-headings in cell 3, and the sub-headings to the sub-headings in cell 5, with all runovers beginning in cell 7.

(b) All page numbers should be placed at the *end* of the line on which the heading ends. A series of guide dots (dot 5), preceded and followed by a space, should be inserted between the last word of the heading and the number sign of the page number. Unless there is room for two or more guide dots, the page number may follow at the end of the title, with no guide-dot indication, but there must be at least one blank cell between the end of the heading and the number sign of the page number.

(c) When a long heading requires two or more braille lines, each line of the heading should end at least six cells from the end of the line. The continuation of the heading should begin as noted in Sec. (a) above. The guide dots and the page number should be placed on the same line as the last word of the heading.

(d) A line should be skipped before main headings only. Lines should not be skipped, however, if there are no sub-headings of items in the Table of Contents.

c. The last line of each contents page should carry only the running braille page number.

d. If a table of contents requires two or more braille pages, the contents should be continued on the first line of each succeeding braille page, without repeating the words CONTENTS, Chapter, or Page.

e. If it is necessary to end a braille volume in the middle of a unit, part, and/or chapter, the Table of Contents of the following volume should repeat the main unit, part, chapter heading, etc., followed by “Cont.” in parentheses after the *last* item only, and should indicate the ink-print page, with identifying letter (if any), on which the new volume begins.

f. If a braille volume does not start at the beginning of an ink-print page, the lettered page number should be indicated in the Table of Contents.

g. If material from the back or other part of the ink-print book, such as word lists, notes, etc., is transposed to another part of the braille text, these pages should be listed in the Table of Contents of the braille volume where they appear, and their ink-print page numbers should be shown.

h. If it is possible to indicate the exact contents of each braille volume when preparing the full contents page for Volume I, the following format should be used:

- (1) Center the word CONTENTS on the first line.
- (2) Center “Volume I” on the third line.
- (3) Insert “Chapter,” etc., (if any) at the beginning of the fourth line, and insert the word “Page” at the end of line 4.
- (4) Start the contents on line 5.
- (5) A line should be skipped following the end of the contents for Volume I.
- (6) The words “Volume II” should be centered on the next line and should be followed immediately by its contents.
- (7) This form should be followed for succeeding volumes.
- (8) If a unit, part, chapter, etc., must be split between braille volumes, follow the format indicated in Sec. e, above.

EXAMPLES OF CONTENTS PAGES

On pages 8-16 are examples of Tables of Contents presenting varying formats which may be found in ink-print texts.

Example #1—Simple Table of Contents

STORIES

No Time to Talk	4
On Your Mark	10
The Missing Mittens	16
A Growing Plan	21
A Dog for Tim	27
One, Two, Three	34
What Time Is It?	38
The New Game	44
No Room for Boys	48
Watch the Jay Bird	53
Jerry Makes A Friend	61
What Next?	68

What You Know about Words

You Can Read	77
------------------------	----

(For braille format, see page 9 for complete contents for Volume I, and page 10 for contents for Volume II.)

Example #2—Table of Contents with Sub-Headings

CONTENTS

Chapters

1	MEET LATIN AMERICA	1
	A City in the Wilderness. What Is Latin America?	
	People and Countries. Land and Climate	
	At Work in Latin America	
2	WHAT THE EXPLORERS FOUND	20
	The First Discovery Day. Where the Indians Came From.	
	The Mayas: Cities in a Wilderness	
	Aztecs: In the City of the Lake	
	Incas: People of the Sun	
	The Amazon and the Southlands	
3	EUROPEANS BRING CHANGES	44
	A Storehouse of Gold and Silver. A Wealth in Land	
	New Towns and Cities. The Coming of the Cross	
	The Spanish in the Caribbean. Changes in the Far South	
	Changes in Brazil	
	FACTS FOR REFERENCE	65
	INDEX	75

● ● ● ● ● ●

● ● ● ● ● ●

● ● ● ● ● ●

**Example #3—Table of Contents which Requires Change of
Indentation from Ink-print Format**

CONTENTS

UNIT THREE

Probing our planet

Chapter 7. Polar and desert explorations of the earth 104

8. Ocean explorations 121

Trans-vision: Oceanography 124

9. The history of life on earth 139

10. Environmental changes on earth 159

(For braille format, see page 16.)

§12. General:

- (1) Vocabulary appropriate to the text should be used.

[Picture: Ask the teacher.]

§14. Italics:

- (1) To indicate emphasis. **Ex:**

The sequence of 12 dot patterns is as follows:

- Pattern 1: 1 dot filled (bottom-left).
- Pattern 2: 2 dots filled (top-left, bottom-left).
- Pattern 3: 3 dots filled (top-left, middle-left, bottom-left).
- Pattern 4: 4 dots filled (top-left, middle-left, bottom-left, top-right).
- Pattern 5: 5 dots filled (top-left, middle-left, bottom-left, top-right, middle-right).
- Pattern 6: 6 dots filled (top-left, middle-left, bottom-left, top-right, middle-right, bottom-right).
- Pattern 7: 7 dots filled (all dots except middle-right).
- Pattern 8: 8 dots filled (all dots except bottom-right).
- Pattern 9: 9 dots filled (all dots).
- Pattern 10: 10 dots filled (all dots except top-left).
- Pattern 11: 11 dots filled (all dots except middle-left).
- Pattern 12: 12 dots filled (all dots except bottom-left).

- (2) To show distinction, only in such cases as:

The difference between silent thought and conversation.

b. Italics should not be employed in textbooks of less than third grade level. If italics are essential for the understanding of the text, underscoring should be substituted. (See Appendix B §1b(1) (a) and (d), page 84.)

c. When an italicized or capitalized letter, or group of letters, occurs within a word, the italic, capital, or double capital sign must be preceded by the hyphen, whether or not it appears in ink print, and *only* the termination sign $\cdot\cdot\cdot$ (dots 6, 3) should be inserted to terminate the effect of the italic or capital sign. When in ink print a hyphen follows an italicized or capitalized group, the hyphen must follow the termination sign. Do not use whole-word contractions, lower-sign contractions (except “en” and “in”), or final-letter contractions when they would comprise the entire portion of a word which is printed in italics, or all capitals and is separated from the balance of the word by the hyphen and/or termination sign. The termination sign should always be listed in the List of Special Symbols, if it is used in the text. **Ex:**

return

fundamental

[illegible]

fundamental

THEY ARE ALL HERE TO STAY

reelect

BASEball

baseBALL

merry-GO-round

d. Alliteration: If, in ink print, a change of type is used to emphasize alliteration of a single letter, in braille the accent sign, dot 4, should precede the letter to indicate the alliteration. This same usage should also be followed in the case of alliteration of single sounds expressed in braille by the one-cell upper contractions for *ch, gh, th, sh, wh, st, ow, ar*, etc. However, if an alliterated sound (or sounds) would require two or more braille cells, the letters in different type should be written in accordance with §c above. **Ex:**

wild and *woolly*

Figure 1 shows a 3x12 grid of dots. The dots are arranged in a pattern that suggests a sparse matrix structure, with some rows having more dots than others. The dots are arranged in a pattern that suggests a sparse matrix structure, with some rows having more dots than others.

THreatening THrongs

helter-skelter

fearful and awful

I'm no poet

And I *know* it;

So I'll blow *it*.

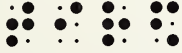
§15. **Several Colors of Type:** When it is absolutely necessary for the understanding of the instructions in the ink-print text to represent several colors of printing, use the following format:

a. For whole words or phrases, the indicator  (dots 4-5-6), followed by the first letter of the color, such as  for blue,  for orange, etc., should be inserted before the word whose color is to be indicated. It should be preceded and followed by a space. The termination sign  (dots 6, 3) preceded and followed by a space, should be inserted following the word or phrase printed or underlined in the same color. The indicators, as well as the termination sign, should be included in the List of Special Symbols in the front of the volume. **Ex:**

He is going.     

b. If a portion of a word is shown in ink print in a different colored type, the italics should be substituted for the colored type. If portions of words are printed in two or more colors of type, substitute italics, parentheses, or quotation marks for the different colors, with a transcriber's note explaining the usage.

§16. **Check Marks; Stars:** When check marks, stars, etc., are used in the ink-print text to call attention to words, the symbol  (dots 2-6, 2-6), preceded and followed by a space, should precede the word. When such marks are present in a column, all words in that column should begin one space after the symbol. (Compare Appendix A, Secs. 8c and 8d.) **Ex:**

	cry*	headlights*
	tired	suddenly
	wonder	splashed*
	flashed*	himself
		
		
		
		

RULE V—HEADINGS

§17. **Centered Headings**, particularly those for units, parts, chapters, etc., should always be centered, using as many lines as necessary. At least three clear spaces should be left at the beginning and end of each line. A blank line should be left between centered headings and between the last heading and the beginning of the text. (See exception for Topical Headings in §18 below.)

a. The following capitalization should be employed to express the descending order of centered headings:

- (1) Write the main heading in double capital letters.
- (2) Use single capital letters for only the first and important words of the first sub-heading.
- (3) Use a single capital sign before only the first word of the second sub-heading.

b. Italics should be omitted from centered headings printed in italic type except where a word or words must be italicized for distinction.

c. If a centered heading starts on the first line of a page where no running head is used, always leave at least three clear spaces at the beginning of the line and between the last word of the heading and the ink-print page number. If running heads are used, skip a line between the running head and the centered heading.

⋮⋮⋮ (dots 4-5-6, 2-6, 2-6) for the fourth note indicator

(3) If an ink-print page ends in the middle of a paragraph in which there are note references, the notes for the unfinished paragraph should be inserted beginning on the line immediately following the last word of text on the ink-print page in which references to the notes occur. The new ink-print page number should be indicated on the line following the note or notes. **Ex:**

²A kind of boat used in China.

on the water."

(1) Notes without reference indicators or numbers, appearing in facing columns or on facing pages to the text, should be given numbers in the braille text if there are no other numbered footnotes. These notes should be numbered consecutively beginning with #1 for each new paragraph containing two or more notes. If there is only one note to a paragraph, it need not be numbered.

⠠⠠⠠⠠⠠⠠ (dots 1-2-4-6, 1-4) ○ circle

⠠⠠⠠⠠⠠⠠⠠⠠ (dots 1-2-4-6, 2-3-4) □ square

⠠⠠⠠⠠⠠⠠⠠⠠⠠ (dots 1-2-4-6, 2-3-4-5) △ triangle

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ (dots 1-2-4-6, 1-3-5) ▭ oblong

Additional symbols may be developed by the transcriber as needed, using the indicator dots 1-2-4-6, plus an appropriate letter or braille character.

RULE VII—MARGINAL INFORMATION WHICH IS NOT A NOTE; BOXES

§23. Marginal Information Which Is Not a Note: Occasionally, ink-print textbooks present related information in the margin which is not treated as a footnote. This marginal information should be enclosed in brackets and incorporated into the body of the text where it seems most appropriate, even though this may require editing of the text by the transcriber.

§24. Boxes: If material is set off in boxes in ink-print texts, the top line of the box should be represented by a line of dots 2-3-5-6, and the bottom line by a line of dots 1-2-4-5. No lines should be skipped before or after boxing lines. Boxed material should be inserted at an appropriate place on the page. If a box ends an ink-print page, the ending boxing line should be followed on the next braille line by the new ink-print page indicator.

a. It is not necessary to show the left- and right-hand lines of the box if the boxed material requires the full width of the braille page. If two or more boxes are presented side by side on the braille page, a vertical line of dots 1-2-3-4-5-6, with a space before and after, should be inserted between the boxing lines to separate the boxes.

b. If two or more boxes are to be shown one below the other, a line of dots 2-3-5-6 should be placed above each box, and the line of dots 1-2-4-5 should be inserted on the line following the last box.

c. If there are two or more columns within a box, separated by vertical lines, these lines should be represented by a line of dots 4-5-6, preceded and followed by a space.

d. Horizontal lines within a box should be represented by lines of dots 2-5.

e. If the boxed material must be continued to another braille page, a line of dots 2-3-5-6 should be inserted on the first line of the new braille page, with three clear spaces being left between the boxing line and the ink-print page number. (If running heads are used, the line of dots 2-3-5-6 should be placed on the second line.)

f. Boxed material which is continued from one ink-print page to another should be presented as if it were a single box. The beginning of the new ink-print page should not be shown within the box. However, the inclusive ink-print page numbers should be shown at the end of the first braille line of the braille page on which the box is continued from one ink-print page to the next.

g. **Boxed Supplementary Material:** Large boxes, containing biographical sketches, commentaries, and the like, should be placed at an appropriate place within the ink-print page. The opening and closing boxing lines should be used to enclose the insertion.

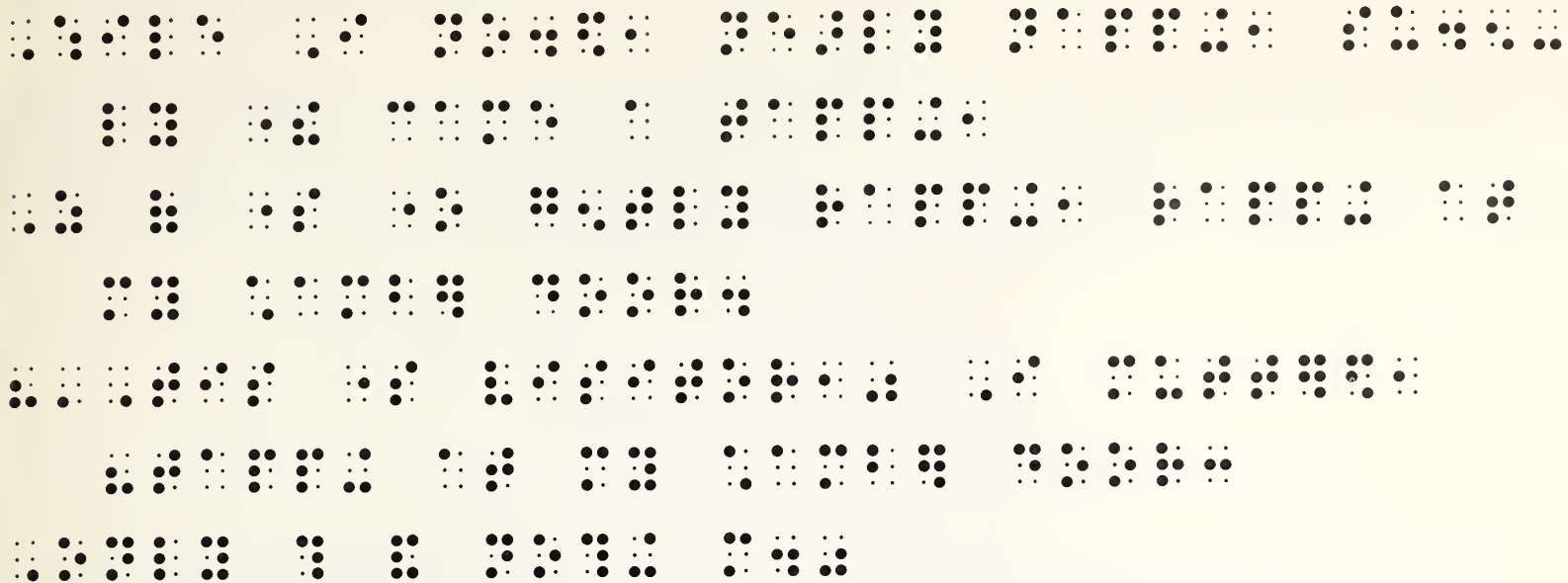
RULE VIII—NUMBERED LINES IN INK-PRINT TEXT

§25. Prose: When lines of prose are numbered in the margin in ink print, every ink-print line must be numbered in braille.

a. The line number should be shown in the last cells of the braille line in which a new ink-print line *begins*, even though the ink-print number is shown in the left-hand margin. If an ink-print line requires more than one braille line, do not repeat the line number.

b. The line number should be written without a number sign. All lines of text should end at least two cells before the beginning of the line numbers, whether or not a line number appears at the end of the braille line.

c. When an ink-print line begins within a braille line, it should be preceded by three blank cells, with the corresponding number of the new ink-print line inserted at the end of the braille line.



RULE IX—INTENTIONAL ERRORS IN INK-PRINT COPY

§27. **Intentional errors** in spelling, punctuation, and grammar should be transcribed exactly as they appear in the ink-print text, and the transcription should conform to correct braille usage. **Ex:**

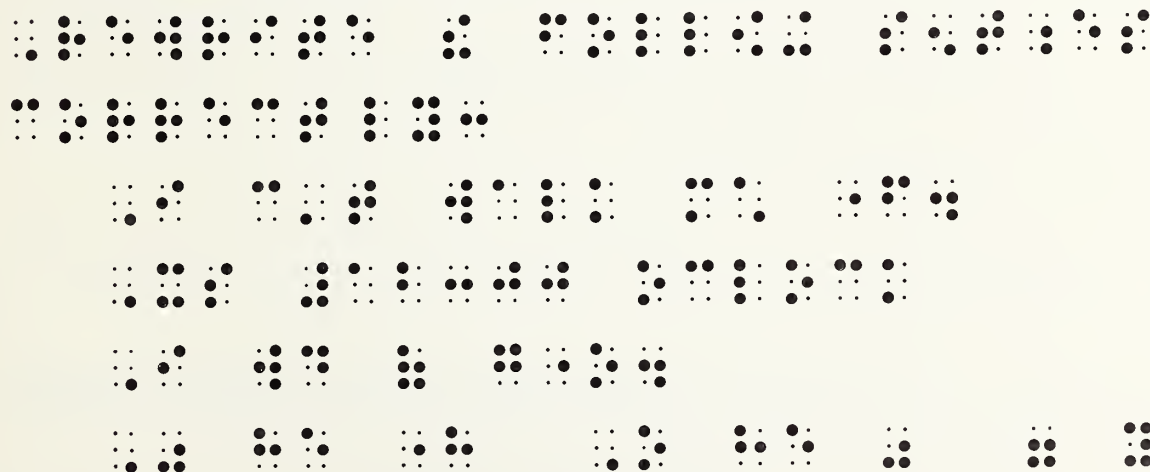
Rewrite the following sentences correctly:

I can't walk much father.

Its 12:00 oclock

I would of gone.

Was he here O he was were you



RULE X—BLANKS; INSERTIONS; CROSSED-OUT LETTERS OR WORDS

§28. **Blanks and Insertions:**

a. **Lines Representing Omitted Whole Words** should be treated as follows:

(1) If a line is used to indicate an omitted whole word, the double dash, preceded and followed by a space, should be used. **Ex:**

There was not a ____ of dust.

There was not a ____ of dust.

(2) If dashes are used in the ink-print text to represent a word divided at the end of a line, the double dash should be used to represent the ink-print dash on *each* line. If the divided word is not a compound hyphenated word, the middle hyphen (dots 2-5) should follow the dash, without a space, at the end of the first braille line. If the dashes represent the two parts of a compound hyphenated word, the compound (middle) hyphen (dots 2-5, 2-5) should be inserted after the dash on the first braille line. **Ex:**

There is one child in their ____
____ (household).

There is one child in their ____
____ (household).

She wore her mother's ____
____ (pear-shaped) pendant.

She wore her mother's ____
____ (pear-shaped) pendant.

b. Lines Representing Omitted Parts of Words: If lines are used to indicate omitted parts of words, they should be represented by the double dash, unspaced from the letters of the word. Contractions or short-form words should not be used when in contact with the dash. **Ex:**

__connect dis____
dis__nect friend__ness
friendli____

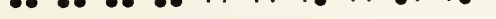
(1) A word containing a line representing missing letters, and which is not divided at the end of a line in ink print, should not be divided in braille.

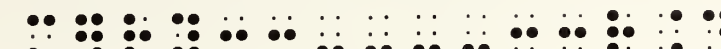
(2) If a dash is used in ink print to represent a portion of a word divided at the end of a line after the dash, the middle hyphen (dots 2-5) should follow the dash. However, if such a word is divided at the end of a line after letters of the word, the regular hyphen (dots 3-6) should be inserted at the end of the first braille line. **Ex:**

____- discon-
connect ____

(3) If a line is used in ink print to represent a portion of a hyphenated compound word, the compound (middle) hyphen (dots 2-5, 2-5), without a space between it and the dash or letters of the word, should be used to represent the ink-print hyphen.

• •

____-shaped 

merry-____-round 

 merry-____-round 

 merry-go-____ 

c. When a number alone, or a number over a line, is used to indicate a numbered blank in the ink-print text, the double dash, followed without a space by the number, should be used. **Ex:**

The author intends to 4 this book to his mother.

or

The author intends to 4 this book to his mother.

d. When a question mark alone, or a question mark over a short line, represents a blank, the double dash should be used, and the question mark should be omitted. **Ex:**

Those two dogs ? (wasn't, weren't) well-trained.

or

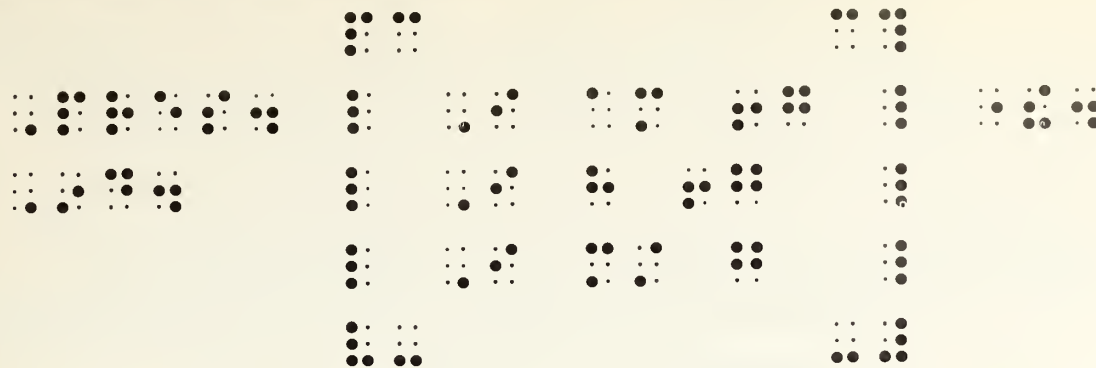
Those two dogs ? (wasn't, weren't) well-trained.

e. When a word appears above a line to indicate a word or phrase to be substituted, the double dash should be followed without a space by the substitute word or phrase, enclosed in parentheses. **Ex:**

Tom should have gone.

f. When a number is preceded or followed by a hyphen to indicate an incomplete period of time, follow copy. If the number is in parentheses, with a space preceding or following the hyphen, there should be no space between the parenthesis and the hyphen. **Ex:**

⋮⋮⋮ (dots 5-6, 2-3-6) < Opening Angle Bracket



d. Vinculum: This sign consists of a line over a group of letters, words, numbers, etc. Depending upon what other signs of enclosure may be present in the same context (parentheses, square brackets, etc.), a set of symbols not otherwise employed should be substituted for the line, and the rules of usage and spacing for the symbols used should be observed. A transcriber's note should be inserted to explain the substitute symbol.

RULE XII—COLUMNED MATERIALS

§31. While it is impossible to give explicit directions for the presentation in braille of all types of columned materials, suggested format is given below for a few of the more common types. It will be noted from the examples given that editing will often be required by the transcriber in order to make a clear presentation. Careful attention should be given to the preparation of the Transcriber's Notes explaining necessary changes in format and directions.

a. Unless otherwise directed, the transcriber should always assume that material to be embossed is permanent in nature, and that students should not write in the book. This will require editing of the instructions contained in the ink-print copy and the addition of directions to the student to write any answers on a separate sheet of paper.

(1) When parentheses are used in ink print to enclose numbers or letters of answer choices, use them also in braille, except in the case of True-False tests (see Rule XV, §35f(2)(d).)

(2) Always begin the question or answer choice on the same braille line with its number or letter.

(3) In test materials, if the questions and answers are numbered and/or lettered in ink print, they should also be numbered and lettered in braille. However, if the questions and answer choices are not numbered and lettered in the ink-print copy, the questions should be numbered and the answers lettered in braille. Directions should be given to the student to write the number of the question followed by the letter of his answer choice on a separate sheet. A transcriber's note should be inserted before the exercise to alert the student to the insertion of letters and numbers not found in the ink-print copy. (See also Rule XV.)

(4) When lines appear in the ink print **before** questions designed to be filled in with the answer choice in pencil, such lines should be omitted in braille, and the wording of the directions to the student should be changed as noted in the various examples in §32. However, double dashes should be included to indicate all other blanks to be filled in as answers and questions.

b. If the material is to be considered expendable, a transcriber's note should be inserted giving explicit directions as to whether the answers are to be written in the book itself or whether answer choices are to be underscored.

(1) If the student is permitted to write his answers in the book, sufficient blank space should be provided for this purpose.

(2) If the student is directed to underscore his answer choices, a blank line should be left below each line of answer choices. (See Rule XV.)

§32. Directions for Brailleing Columned Material:

a. Two or More Columns Having Items Related Directly to Each Other, Line-by-Line:

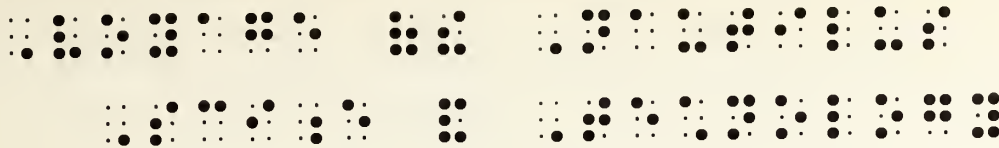
(1) **Materials for Study:** Begin each item in the first column at the margin, each item in the second column in cell 3, each item in the third column in cell 5, etc. All runovers should start in the same cell as the beginning of the item of the respective column, i.e., blocked form. The transcriber should insert an appropriate note explaining the change from the ink-print format.

Example #1

The following children’s books may be of interest to you. You will be held responsible for knowing the three attributes of each.

Author’s Name	Title of Book	Category of Literature
Eaton, Jeannette	THAT LIVELY MAN, BEN FRANKLIN	Biography
De La Mare, Walter	PEACOCK PIE	Poetry
Anderson, William R.	FIRST UNDER THE NORTH POLE: The Voyage of the Nautilus	Science and Technology

Braille representation of the text above, including the title page and the table content.



(2) Test Materials (Multiple Choice):

(a) **Short-answer Choices** should be written in linear form, the question in the first column beginning at the margin followed by a colon. The answer choices should continue on the same line, spaced by semicolons. Note that numbers and letters must be inserted when not present in ink print (see §31a(3) above.)

Example #2

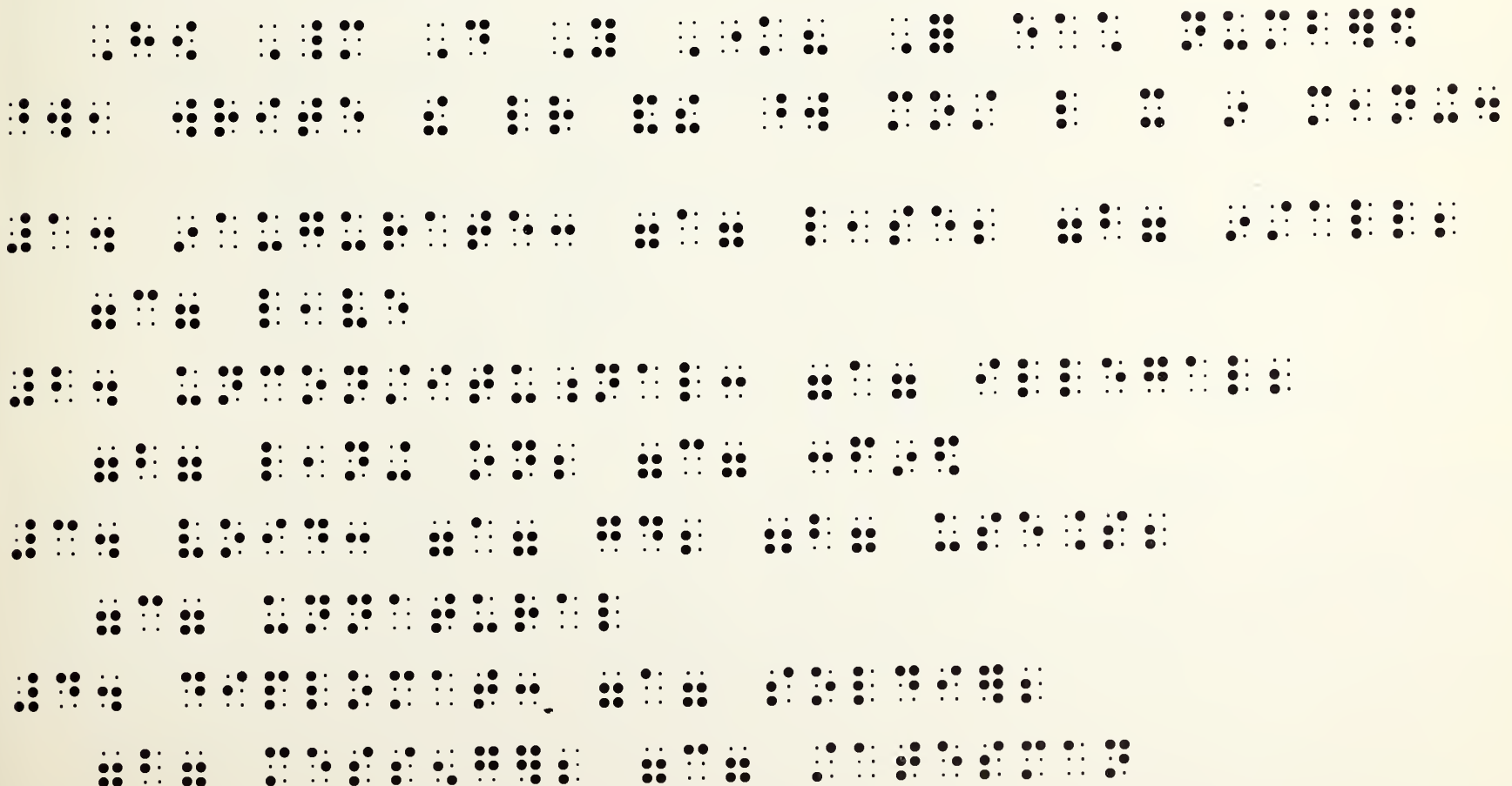
How Many Do You Know? Before each word at the left, write the letter of the word most like it in meaning.

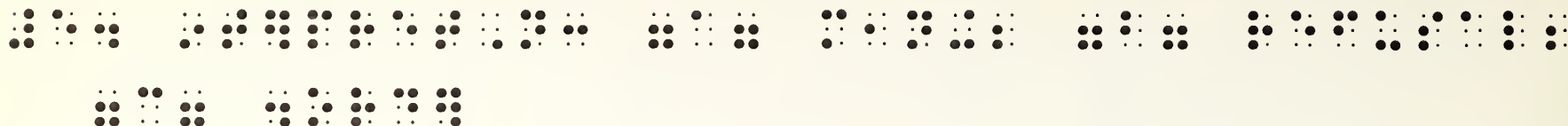
___1. inaugurate	(a) lease	(b) install	(c) leave
___2. unconstitutional	(a) illegal	(b) leaning on	(c) confined
___3. void	(a) good	(b) useless	(c) unnatural
___4. diplomat	(a) soldier	(b) messenger	(c) statesman
___5. interpretation	(a) meaning	(b) refusal	(c) disorder

or

How Many Do You Know? Before each word at the left, write the word most like it in meaning.

inaugurate	lease	install	leave
unconstitutional	illegal	leaning on	confined
void	good	useless	unnatural
diplomat	soldier	messenger	statesman
interpretation	meaning	refusal	disorder



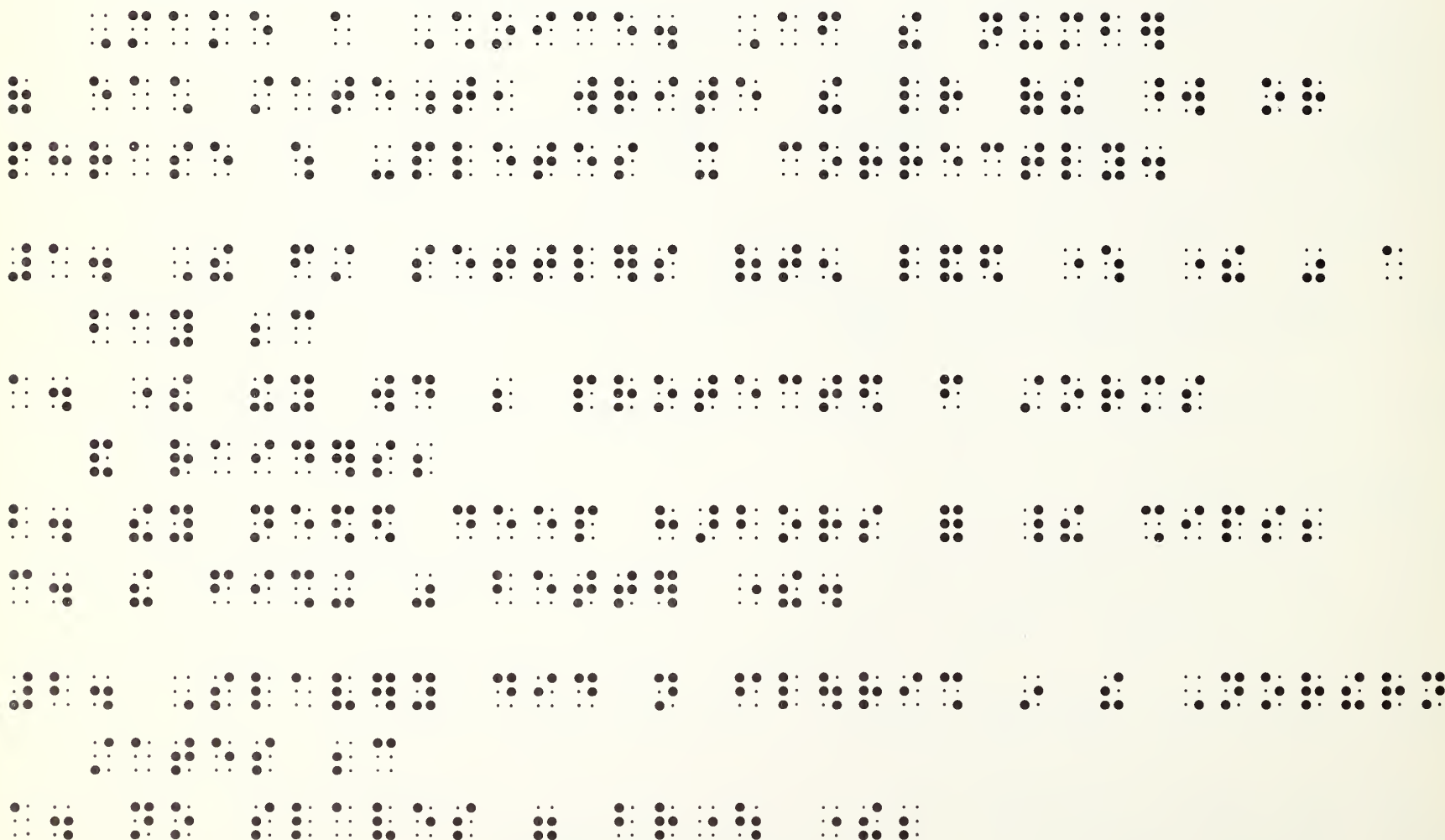


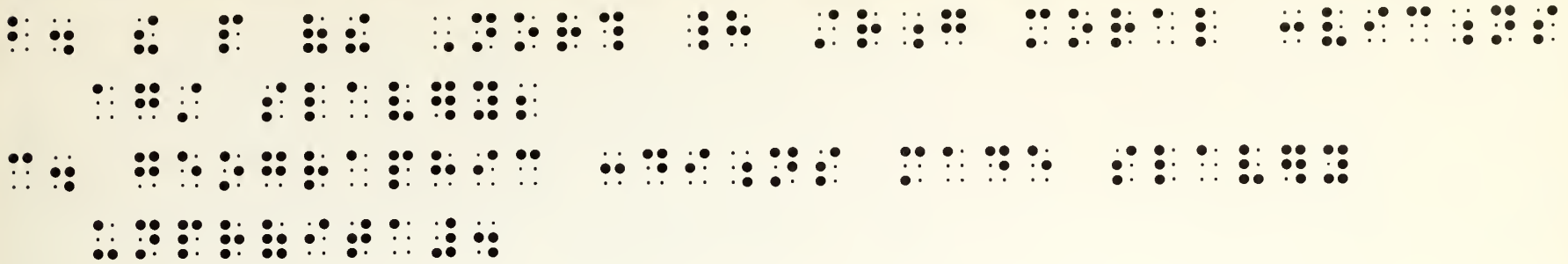
(b) **Long-answer Choices:** Begin each question and answer choice at the margin, with all runovers beginning in cell 3. A line should be skipped before each question.

Example #3

Make a Choice. Put an X in one of the brackets on the right to show which word or phrase completes the opening statement correctly.

1. The first settlers often landed where there was a bay because (a) there they would be protected from storms and raiders; (b) they needed deep harbors for their ships; (c) the fishing was better there. a(), b(), c()
2. Slavery did not flourish in the Northern states because (a) no slaves were brought there; (b) the people of the North had strong moral convictions against slavery; (c) geographic conditions made slavery unprofitable. a(), b(), c()





b. **Two Columns Presenting Items to Be Matched** (whether or not there are equal numbers of items in both columns):

(1) **If the Items Are Short Enough**, follow the ink-print format in braille, with appropriate changes in the wording of the directions where necessary. **Note:** Leave two clear spaces between the longest item in Column 1 and the first cell of Column 2.

Example #4

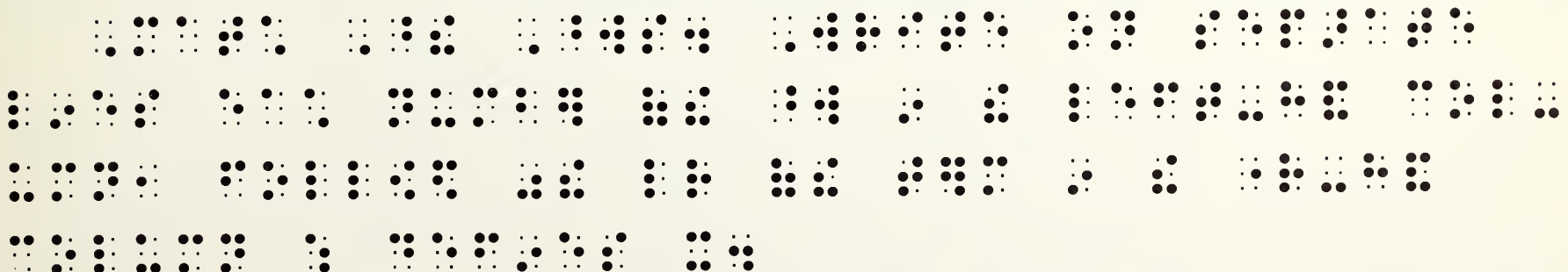
Match These Words. Before each word at the left, write the letter of the term which defines it.

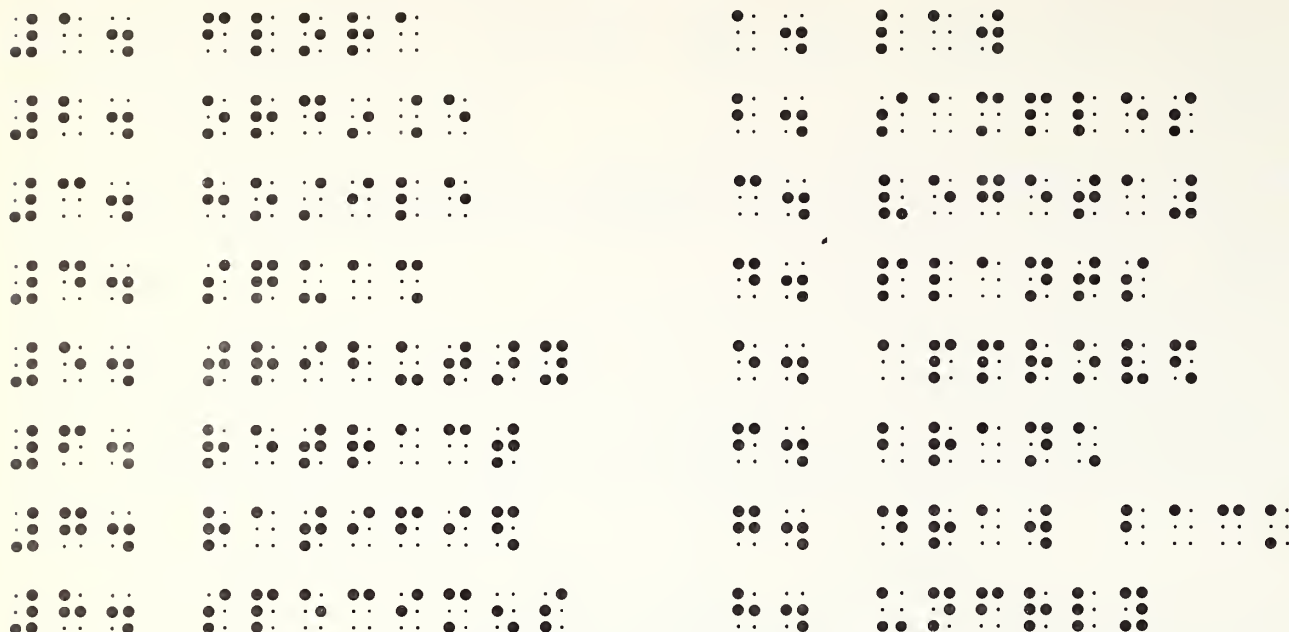
- | | |
|------------------|---------------|
| ___ 1. flora | a. law |
| ___ 2. ordinance | b. samples |
| ___ 3. hostile | c. vegetable |
| ___ 4. squash | d. plants |
| ___ 5. tributary | e. approved |
| ___ 6. retract | f. branch |
| ___ 7. ratified | g. draw back |
| ___ 8. specimens | h. unfriendly |

or

Match These Words. Before each word at the left, write the term which defines it.

- | | |
|---------------|------------|
| ___ flora | law |
| ___ ordinance | samples |
| ___ hostile | vegetable |
| ___ squash | plants |
| ___ tributary | approved |
| ___ retract | branch |
| ___ ratified | draw back |
| ___ specimens | unfriendly |



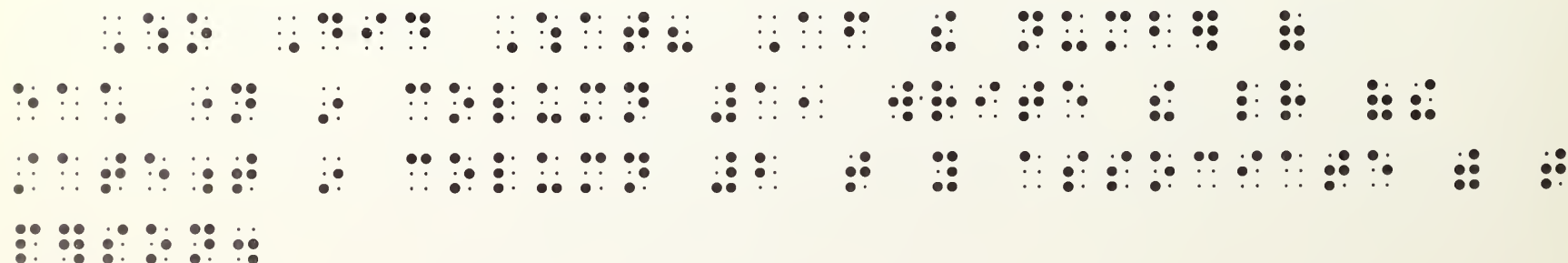


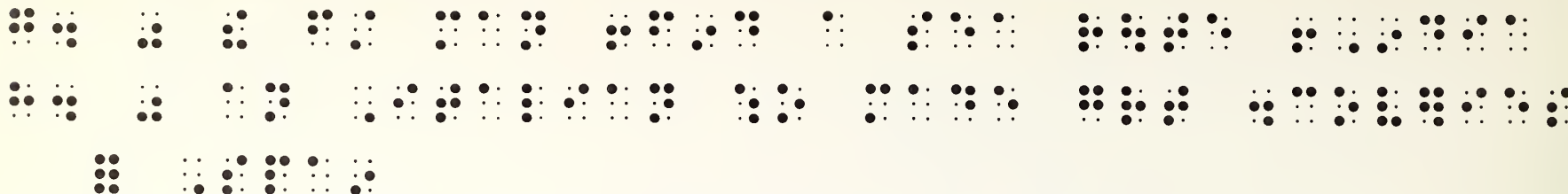
(2) If the Items in the Two Columns Are Too Long to Be Written Line-for-line, all items in the first column should be listed first, followed by all the items in the second column. All items in either column should start at the margin and all runovers should begin in cell 3. A line should be skipped before and after each column. If no headings are provided in ink print for the separate columns, they should be headed in braille as “Column 1” and “Column 2”, or “Left-hand Column” and “Right-hand Column”.

Example #5

Who Did What? Before each name below, write the letter of the statement you associate with that person.

- | | |
|--------------------------|--|
| ___1. Prince Henry | a. furnished ships, money, and supplies for Christopher Columbus |
| ___2. Columbus | b. her name was given to the first settlement in the New World |
| ___3. Vasco da Gama | c. the man for whom two newly discovered continents were named |
| ___4. Bartholomew Diaz | d. set up a school for the study of navigation and geography |
| ___5. King Ferdinand | e. was a German geography teacher and map maker |
| ___6. Americus Vesputius | f. was the first man to sail to the tip of Africa from Europe |
| ___7. Queen Isabella | g. was the first man to find a sea route to India |
| ___8. Waldseemuller | h. was an Italian who made great discoveries for Spain |





c. **Columns of Single Words or Brief Items from Which Choices Are to Be Made to Fill Blanks in Sentences:** When sentences contain blanks to be filled in from a list of words or short phrases, the sentence should be written first, starting at the margin, with all runovers beginning in cell 3. The list of words or phrases should follow immediately below the sentence, in column form, each item beginning at the margin. A line should be skipped before each sentence with its accompanying list of items. If the sentences and lists of items are not numbered or lettered, do not insert numbers or letters.

Example #6

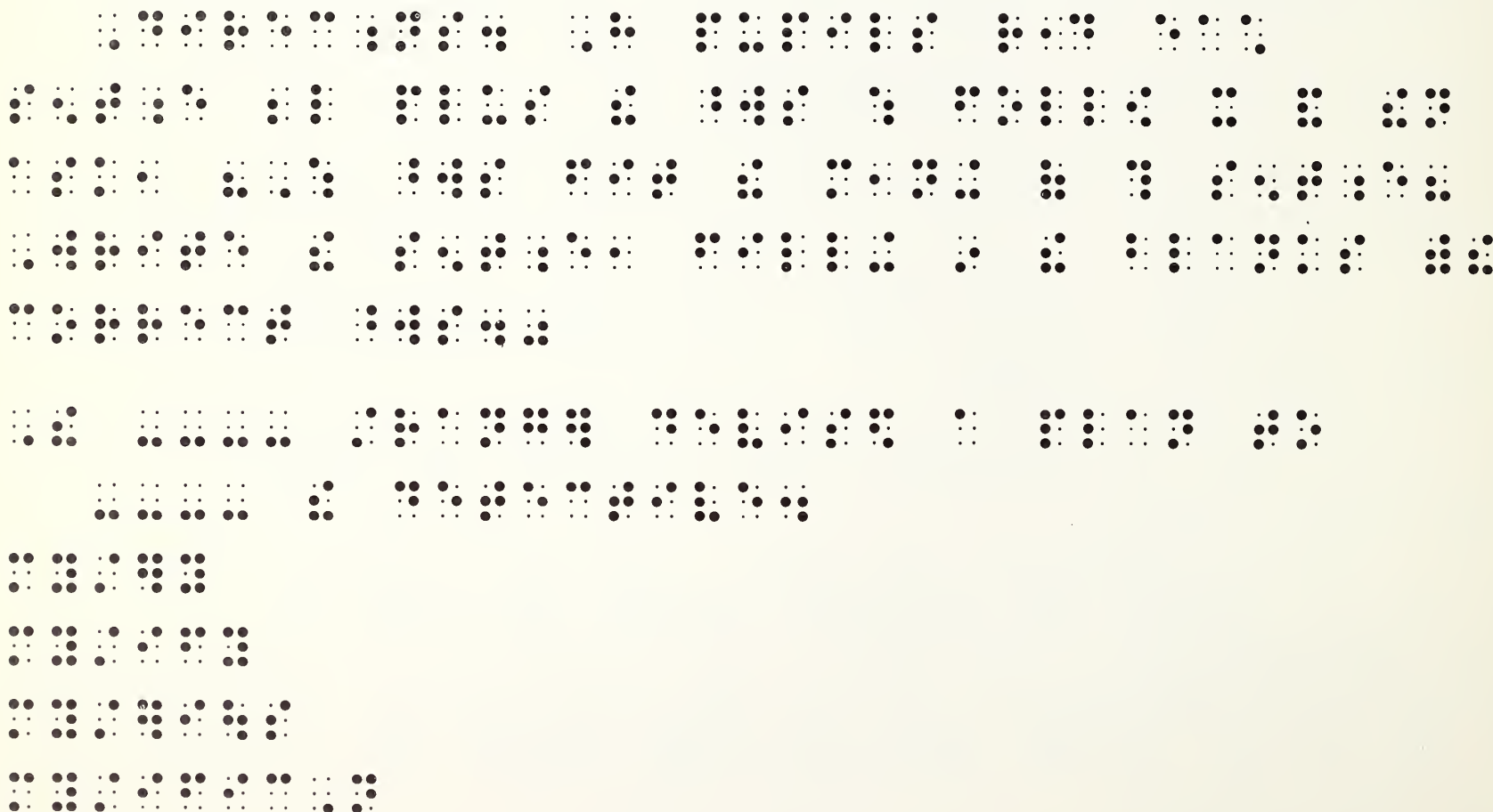
Directions: Have pupils read the sentence at the right and then ask, "Which words fit the meaning of this sentence? Write them in the blanks".

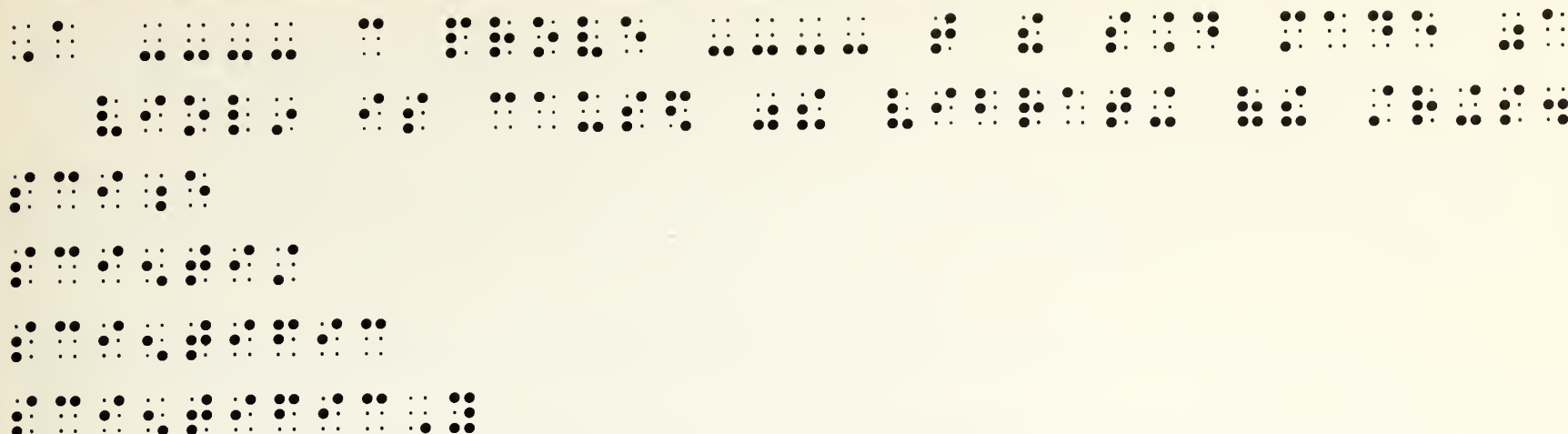
mystery
mystify
mysterious
mystification

The _____ stranger devised a plan to _____
the detective.

science
scientist
scientific
scientifically

A _____ can prove _____ that the sound made
by a violin is caused by the vibrating of the strings.





RULE XIII—INDEXES

§33. If an index is set up in two or more columns, disregard the ink-print format and present the material alphabetically in single-column format in braille.

a. All entry words should start at the margin, and all subentries in cell 5. All runovers should begin in cell 3.

b. Disregard the use of italics, bold-face type, etc., in entry words.

c. Italics appearing in other than entry words should be omitted, except when they are necessary for emphasis or distinction. Where it is necessary to show both italics and bold-face type, the italic sign should be used for the ink-print italics and the double capital sign for the bold-face type.

RULE XIV—OUTLINES

§34. **Outlines:** In writing outlines, considerable space can be saved by using the following format:

a. Begin each main division in cell 3.

b. Indent successively two additional cells for the beginning of each subdivision.

c. Begin all runovers at the margin.

I.
..... (etc.)

A.
..... (etc.)

1.
..... (etc.)

a.
..... (etc.)

(I)
..... (etc.)

(A)
..... (etc.)

(1)
..... (etc.)

(etc.)

RULE XV—TEST MATERIALS

§35. Test Materials should be transcribed in such a way that there will be a minimum of time lost in reading. In addition to the following usages, see also Rule XII—Columned Materials.

- a. Begin each test on a new braille page.
- b. Begin each item of a test on a new braille line.
- c. Do not divide words at the ends of lines.
- d. In so far as possible, avoid carrying parts of questions over to another braille page. If a question is too long to be completed on one braille page, without undue waste of space, divide the question at a logical break in thought which will minimize referring back and forth between the braille pages.
- e. In tests which direct that answers be written on a separate sheet, list all answer choices in column form, with all runovers starting in cell 3.

f. In tests employing the underscoring method:

(1) **In permanently bound texts**, the ink-print copy should be followed as to spacing and column form, in so far as possible, and directions should be inserted for writing the answers separately, in order not to mutilate the text.

(2) In test materials intended for one-time use:

(a) Leave a blank line below each line of answer choices.

(b) If the answer choices are short, they may be written across the page, with three blank spaces between the items. If an answer choice can be contained on one braille line, do not divide it between two braille lines, even if this means leaving the previous line short.

(c) If any answer choice of a group requires more than one braille line, each item in the group should be started on a separate line, with all runovers indented two spaces.

(d) In True-False tests (which are designed for underscoring), leave one blank line between questions. Write the question first, followed by “t” and “f” separated from the question and from each other by three blank cells. The letter sign should precede the “t” and “f”, but the parentheses and capital signs should be omitted. There should be at least one word of the question on the braille line with the “t” and the “f”.

g. In presenting numbered items in tests, exercises, drills, reviews, and the like, the number of each item should begin in the first cell, with all runovers beginning in cell 3, regardless of the format of the ink-print copy.

RULE XVI—PLAYS

§36. In presenting plays, the following format should be used:

a. Stage Directions:

(1) Italics should be omitted from all stage directions, settings, etc., and parentheses should be substituted for *all* brackets found in the ink-print copy. If stage directions appear in italics, omit the italics and enclose the stage directions in parentheses.

(2) Stage settings of scenes should be written in paragraph form, and should be separated from the material that follows by a blank line.

(3) Stage directions which are set apart from the dialogue should be written in block form, beginning in cell 5. However, stage directions occurring within dialogue should be written within the body of the dialogue.

b. Characters:

(1) The names of all characters should begin at the margin, and should be followed by a period. The dialogue should begin on the same line, and all runovers of dialogue should begin in cell 3. *Never* center names of characters.

(2) Omit italics in names of characters introducing dialogue, but include them where they appear *in dialogue* for voice emphasis. Use only the single capital sign before all names of characters.

c. Each act and scene, as well as the list of characters, etc., should always begin on a new braille page.

d. **Poetry:** Where plays are printed in poetic form, begin the first line of dialogue on the same line with the name of the speaker, after the period. To preserve the poetic form, all other lines of poetry should begin in cell 3, and all runovers should begin in cell 5.

e. For numbered lines in the ink-print text, follow the directions given in Rule VIII, §25 and §26, for prose and poetry respectively.

RULE XVII—POETRY

§37. Poetry:

a. Each line of poetry, regardless of where it starts on the ink-print line, should start in the first cell of a new line of braille, and all runovers should begin in cell 3. A blank line should be left before and after each stanza. Numbered lines of poetry should be transcribed according to the directions given in Rule VIII, §26.

b. Poetry Written in the Form of Prose:

(1) **Unnumbered Lines:** When poetry is written in the form of prose, with a diagonal stroke indicating the ends of lines, each stanza should begin in cell 3 of a new braille line. The poetry-line sign  (dots 3-4-5), preceded and followed by a space, should be substituted for the diagonal stroke. The end-of-poetry sign  (dots 3-4-5, 3-4-5) should be placed one space after the last word of the poem. Since the poetry-line sign and the end-of-poetry sign must not stand alone on a new braille line, the last word, or portion thereof, must be carried over to the next line.

(2) **Numbered Lines:** When the ink-print lines are numbered, follow the usage for the poetry-line sign as shown in §(1) above. In addition, follow the rules for numbered lines of prose given in Rule VIII, §25.

§38. Scansion and Stress (See also Appendix E, §9a-b, page 133):

 (dots 4-5-6) — Long or stressed syllable sign

 (dots 4-5) ~ Short or unstressed syllable sign

a. These signs should be placed before the vowels of the syllables affected. Contractions should not be used in scansion where both stressed and unstressed syllables are shown. **Ex:**

Thě	cūrfěw	tōlls	thě
			
kněll	ōf	pārtĭng	dāy.
			

b. End-of-foot and Caesura Signs:

 (dots 3-6) | End-of-foot sign

 (dots 3-6, 3-6) || Caesura

These signs should be preceded and followed by a space. Where a foot sign occurs within a word, the hyphen, followed by a space, is used after the syllable ending the foot. Contractions may be used in scansion where stressed or unstressed syllables are not shown. **Ex:**

Still stands the | forest pri- | meval, ||

the | murmuring | pines and the | hemlocks.

c. Where detailed scansion is not required, the accent sign $\cdot\grave{}$ (dot 4) is used to indicate the stressed syllables. Contractions may be used except where the stressed vowel is part of a contraction. Ex:

Still stands the fōrest primēval, the

mūrmuring pīnes and the hēmlocks.

RULE XVIII—TABULAR MATERIAL

§39. Tabular Material should be reproduced wherever possible. (See also Rule XII, §32, page 31).

a. Placement:

(1) If a table can be completed on the same braille page where it would normally follow in context, do not place it on a separate braille page.

(2) If the usefulness of a table would not be impaired by continuing it on another braille page, the table should follow in context. However, a paragraph should be completed before inserting the table. In continuing the table on succeeding pages, the column headings should be repeated on each new braille page.

(3) If it is necessary for clarity to separate a table from context and emboss it on a separate page or pages, reference to its placement should be inserted in the text. Continue the text of the ink-print page only to the end of the braille page. Do not start a new ink-print page before inserting the table. Continue text on a new braille page following the table.

b. If a table is short, and can be reproduced in the same columned form as in ink print, follow copy. In setting up a table in columned form, observe the following:

(1) Leave a blank line preceding and following the title of the table.

(2) **Horizontal Lines:** Both the heavy (sometimes double) and the lighter horizontal lines should always be reproduced in braille. The heavy lines should be represented by a row of dots 2-3-5-6 and the lighter lines by a row of dots 2-5. No blank lines should be left between the horizontal lines and the material which precedes or follows them, except that a blank line should be left both before the first and after the last horizontal line of a table.

(3) **Perpendicular Lines** of tables should not be shown in braille. Leave two clear spaces between columns. Long headings or items in columns may be written on two or more braille lines to conform to the column structure, with all runovers being indented one cell.

(4) Condense and abbreviate column headings as necessary.

- (5) Integral numbers should not be divided into two lines, unless they would occupy more than seven braille cells, including commas and decimal points.
- (6) Insert dashes (dots 3-6, 3-6) in columns to indicate blanks or omissions in the ink-print table.
- (7) Insert the ditto sign $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ (dots 5, 2) where this sign appears in ink print.
- (8) Footnotes should be placed at the end of the table and should be presented in accordance with the directions of Rule VI.
- (9) The top and bottom lines of the braille page (containing, respectively, the ink-print and running braille page numbers) should not contain any part of the body of the table or the horizontal lines. However, the heading of a table may appear on the first line with the ink-print page number, with the usual three clear spaces being left between the last word of the heading and the number.
- (10) If a table must be continued on a succeeding page or pages, the title of the table must be repeated at the top of each braille page (abbreviated if necessary), followed by "Cont." in parentheses. The horizontal rulings and headings of each column should be repeated in the same manner as on the first braille page of the table.

Example

The following table can be spaced to fit in column form on a 25-line, 37-cell braille page.

STATISTICS ON ORDERS, INVOICES, AND GIFTS, FISCAL YEARS 1942 AND 1943

	1943	1942
Items ordered.....	35,545	26,639
Invoices received.....	6,481	5,523
Invoices certified for payment.....	5,469	5,597
Gift request sent.....	3,958	2,057
Acknowledgements of gifts.....	5,238	4,401
Serial items checked in.....	531,529	120,240

(11) Sometimes it is feasible to emboss a table in tabular form on two facing braille pages. This would require the following procedures:

(a) In one-side embossing, the front of the left-hand page must contain only the ink-print and running braille page numbers. The sheet must then be reversed, and the margins adjusted, so that the narrow margin is at the beginning of the line and the wide binding-margin at the end of the line.

(b) At the top of the reversed sheet insert the title of the table. Then insert the following note, which should be preceded and followed by a blank line:

Read this table across facing pages.

Then begin the left-hand portion of the table, following the procedures set forth in §39 b(1)-(10) above.

(c) Before starting the right-hand page, readjust the margins to the usual position. This page should contain both the ink-print and running braille page numbers in their customary positions. The right-hand portion of the table should be continued line-for-line with the corresponding left-hand portion, so that the lines can be read across the two facing pages.

(d) Do not put any information from the table, including horizontal lines, on the last line of either the left- or right-hand page, since these lines must be reserved for the running braille page number.

(e) If such a table is not completed in the first set of two facing braille pages, it should be continued in like manner on succeeding facing pages. However, it is not necessary to repeat the note on the left-hand page of succeeding pages (see (b) above).

c. If a table is too wide to fit into the braille line in columned form, and does not lend itself to being embossed on facing braille pages, the material can be written in linear form. If it would not interfere with the context, the table should be inserted after a paragraph, with a blank line preceding and following it. It may be continued from one braille page to another. If the table would interfere with context, it should be placed on a separate page or pages, in accordance with §39a(3). In embossing a table in linear form, observe the following:

- (1) Leave a blank line after the title of the table.
- (2) Indent two spaces and insert a note similar to the following:

Note: In this table, the columns follow each other in this order: Heading of Column 1, followed by a colon; then the headings of Columns 2, 3, 4, etc., each followed by a semicolon, except for the last which is followed by a period.

(3) Leave a blank line after the note. Begin the table at the margin with the information from the first line of the first column, followed by a colon. Continue on the same braille line with the information on the same ink-print line from subsequent columns, punctuated as indicated in the note in §(2) above. All runovers should start in cell 3.

(4) The same format should be used for all succeeding ink-print lines of the table, with the information from the first column always starting at the margin.

(5) Always repeat the dollar sign, per cent sign, year, bushels, etc., for *each term in each column*.

(6) If there are blanks or dashes in the ink-print table, indicating omissions or lack of information, a dash (dots 3-6, 3-6), followed by a semicolon, should be inserted in braille, so that the braille line will follow the columns in consecutive order.

(7) Footnotes to tables should be placed at the end of the table and should be presented in accordance with the directions of Rule VI.

Example

Following is a sample table showing the original ink-print and braille format:

STATISTICS OF SERVICE OF THE LAW LIBRARY, FISCAL YEARS 1942 AND 1943

Services	1943		1942	
	In Main Building	At the Capitol	In Main Building	At the Capitol
Number of readers.....	18,835	5,954	30,914	6,517
Number of books issued for use inside Library.....	49,538	13,273	*	*
Number of books issued for use outside Library.....	5,170	2,659	5,724	6,319
Reference inquiries and requests for books received by telephone.....	32,516	3,911	34,563	9,327
Reference inquiries answered by correspondence	365	190	375	191

*Record not kept.

Braille Format

STATISTICS OF SERVICE OF THE LAW LIBRARY, FISCAL YEARS 1942 AND 1943

Note: In this table, the information in the columns is shown in the following order: Services: In Main Building for 1943; At the Capitol for 1943; In the Main Building for 1942; At the Capitol for 1942.

Number of readers: 18,835; 5,954; 30,914; 6,517.

Number of books issued for use inside Library: 49,538;
13,273;*;*.

Number of books issued for use outside Library: 5,170; 2,659;
5,724; 6,319.

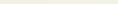
etc.

*Record not kept.

RULE XIX—CODING

§40. Since there are many kinds of codes, each type raising a different embossing problem, the following suggestions should be used as guide lines:

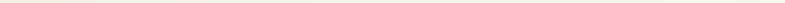
a. Keys to Codes: In writing keys, a dash (dots 3-6, 3-6) should be substituted for the blank space, the equal sign, or any other symbol used in the ink-print copy to connect an alphabet letter or a number with its corresponding representation. All capital signs should be omitted, but letter signs should be used. **Ex:**

A = 1  (Number Code)

A = Z  **(Letter Code)**

... F (Morse Code)

dit-dah-dit-dit L


 (Morse Code)

b. Morse Code:

(1) When the Morse Code is shown by means of dots and dashes in ink print, $\cdot\cdot$ (dot 1) should be used to represent the dot, and $\cdot\cdot\cdot$ (dots 1-4) to represent the dash. A hyphen should be inserted between letters of the words, and one space should be left between words. In order to conserve space, divisions of words may be made at the ends of lines after any hyphen, whether or not this comes at a syllable division. **Ex:**

T H E N H E L

E F T

RULE XX—WRITTEN SYSTEMS OF PRONUNCIATION

§41. Written systems for the representation of the sounds of human speech, i.e., pronunciation, will be found throughout textbooks. They should be reproduced in braille if there is a braille code available to represent the particular ink-print code used. If there is no braille code, all pronunciation should be omitted. (See also Appendix D—Glossaries and Dictionaries).

- a. The four most common systems of pronunciation which will be encountered are:

Simple Respelling.

Diacritics (plus the schwa ə, which is a phonetic sign now often found intermixed with diacritic marks).

Merriam-Webster Pronunciation Symbols (as set forth in WEBSTER'S THIRD NEW INTERNATIONAL DICTIONARY, and its abridgements).

Phonetics.

The tables of symbols and/or rules of usages for the first three of these systems are presented in §42-44 below.

b. A complete list of the table of symbols, but *not* the rules of usage, should always be included in the preliminary pages of each volume of a braille text in which they are employed. If the complete list of symbols of a particular system is not used in the text being embossed, only those signs which appear need be included in the table. When a letter and its pronunciation symbol appears alone in descriptive material in keys, the letter should be preceded by the appropriate pronunciation indicator, and the letter sign should be omitted.

c. When, in ink print, pronunciation is enclosed in parentheses, brackets, reversed bars, etc., the braille equivalents of these signs should be used.

§42. **Simple Respelling:** If simple respelling is used in the ink-print text, follow copy. If stress marks and syllable divisions are also shown, use the signs and rules of usage provided for them in the Diacritic Code presented in §43.

§43. **Diacritics:** The following braille code should be used for the representation of diacritics found in textbooks, glossaries, and dictionaries. It is based on the system of diacritics used in WEBSTER'S NEW INTERNATIONAL DICTIONARY; SECOND EDITION. (See also Appendix D—Glossaries and Dictionaries, §1 and §2.)

a. **Table of Diacritics:** The following symbols represent both the letter and the diacritic marking, and should be spaced in accordance with the ink-print copy. All words employing diacritics, including stress marks, must be written in uncontracted braille.

Braille Symbol	Ink-Print Symbol	Name	Braille Symbol	Ink-Print Symbol	Name
⠠⠁	ā	Long a; or macron a.	⠠⠁̇	â	Italic one-dot a.
⠠⠁̇	â	Half-long a; or macron a with superposed dot or short vertical line.	⠠⠃	b	Letter b.
⠠⠁̂	â	Circumflex a.	⠠⠉⠏	ch	Combined letters c-h.
⠠⠁̃	ă	Short a; or breve a.	⠠⠃	d	Letter d.
⠠⠁̇̇	ǎ	Italic short a.	⠠⠃⠠⠥̇	dû	Ligatured d-û.
⠠⠁̈	ä	Two-dot a; or diaeresis a.	⠠⠅̇	ē	Long e; or macron e.
⠠⠁̇̈	à	One-dot a; or semi-diaeresis a.	⠠⠅̇̈	ë	Hooked long e.

Braille Symbol	Ink-Print Symbol	Name	Braille Symbol	Ink-Print Symbol	Name
	ê	Half-long e; or macron e with superposed dot or short vertical line.		ō	Long o; or macron o.
	ě	Short e; or breve e.		ô	Half-long o; or macron o with superposed dot or short vertical line.
	ě	Italic short e.		ô	Circumflex o.
	ẽ	Tilde e.		ö	Short o; or breve o.
	f	Letter f.		◌̂ ō	Short circumflex o; or breve o with superposed circumflex.
	g	Letter g.		ő	Italic short o.
	gz	Combined letters g-z.		oi	Combined letters o-i.
	h	Letter h.		ōō	Long double o.
	hw	Combined letters h-w.		öö	Short double o.
	ī	Long i; or macron i.		ou	Combined letters o-u.
	ĩ	Short i, or breve i.		p	Letter p.
	ĩ	Italic short i.		r	Letter r.
	j	Letter j.		s	Letter s.
	k	Letter k.		sh	Combined letters s-h.
	K	Small capital K.		t	Letter t.
	ks	Combined letters k-s.		th	Combined letters t-h; or voiceless t-h.
	kw	Combined letters k-w.		th̄	Barred t-h; or voiced t-h.
	l	Letter l.		tû	Ligatured t-û.
	m	Letter m.		ū	Long u; or macron u.
	n	Letter n.		û	Half-long u; or macron u with superposed dot or short vertical line.
	N	Small capital N; or French nasal N.		û	Circumflex u.
	ng	Combined letters n-g.			

Braille Symbol	Ink-Print Symbol	Name	Braille Symbol	Ink-Print Symbol	Name
	ũ	Short u; or breve u.		y	Letter y.
	ũ	Italic short u.		z	Letter z.
	ü	Umlaut u; or diaeresis u.		zh	Combined letters z-h.
	v	Letter v.		ə	Schwa
	w	Letter w.		'	Apostrophe

b. Foreign Words; Stress; Hyphens:

(1) Foreign Words:

(dots 3-5, 2-6) This sign, followed by a space, represents the two vertical lines preceding a foreign entry word in a glossary or dictionary. **Ex:**

|| ab/bé/

(2) Accents or Stress Marks:

(dots 3-4) Principal or primary syllable stress, represented variously in ink print by /, or **.

(dots 1-6) Secondary syllable stress, represented variously in ink print by / or *.

Contrary to the usual practice in ink print, both of these signs should always *precede* the syllables affected. If the text includes a statement giving the position of the ink-print equivalents of these signs, the statement should be copied in full. A transcriber's note should then be inserted explaining the braille usage.

These signs should be written without a space between them and the first letters of the syllable they affect, and no space should be left between them and any syllables which may precede them.

If stress is shown in ink print by the use of capital letters, italics, bold-face type, etc., the diacritic stress marks should be substituted for the variations in type. (See §(3) below for the use of the diacritic hyphen.)

(3) Hyphens:

(dots 3-6) The **Regular Hyphen** is used for the hyphen shown in compound entry words, compound words in definitions, and for syllable divisions at the ends of lines. **Exception:** It should not be substituted for the compound hyphen when used in the braille respelling of compound entry words which are to be divided at the end of the braille line.

(dots 2-5) The **Diacritic Hyphen** is used before unstressed syllables in pronunciation and in the rewriting of entry words in uncontracted braille. Never use both the diacritic hyphen and a stress mark to indicate the same syllable division. Since, in braille, the stress mark precedes the syllable affected, the diacritic hyphen must replace the stress mark except at the end of a word. **Ex:**

sym/pa-thet/ic

Braille Symbol	Ink-Print Symbol	Name	Braille Symbol	Ink-Print Symbol	Name
	aū	letter a, plus letter u with superposed dot; also called "a, one-dot u"		n	letter n
	b	letter b		ⁿ	small superscript n
	ch	combined letters c-h		ŋ	combined letters n-g
	d	letter d		ō	letter o, with superposed bar; also called "barred o"
	d.	letter d, followed by a dot		ô	letter o, with superposed dot; also called "one-dot o"
	e	letter e		œ	ligatured oe
	ē	letter e, with superposed bar; also called "barred e"		œ̄	ligatured oe, with superposed bar
	ee	double letter e		ôi	letter o with superposed dot, plus letter i
	eū	letter e, plus letter u with superposed dot; also called "e, one-dot u"		ōō	double letter o, with superposed bar
	f	letter f		p	letter p
	g	letter g		r	letter r
	h	letter h		s	letter s
	hw	combined letters h-w		sh	combined letters s-h
	i	letter i		t	letter t
	ī	letter i, with superposed bar; also called "barred i"		th	combined letters t-h
	iū	letter i, plus u with superposed dot; also called "i, one-dot u"		<u>th</u>	combined letters t-h, with underlined bar
	j	letter j		ü	letter u, with two superposed dots; also called "two-dot u"
	k	letter k		û	letter u, with superposed dot; also called "one-dot u"
	<u>k</u>	k, with underlined bar		ue	ligatured ue
	l	letter l		ūe	ligatured ue, with superposed bar
	m	letter m		v	letter v

Braille Symbol	Ink-Print Symbol	Name	Braille Symbol	Ink-Print Symbol	Name
	w	letter w		yù	letter y, plus letter u with superposed dot
	y	letter y		z	letter z
	ʸ	small superscript y		zh	combined letters z-h
	yü	letter y, plus letter u with two superposed dots			

b. General Signs Commonly Used in Textbooks and Abridged Dictionaries:

(1) Pronunciation Indicators:

(dots 2-5, 2-5). \ \ This sign should be used to represent both of the reversed slanting lines which enclose pronunciation in ink print. It should be written without a space between it and the letter or symbol it precedes or follows. The opening sign should be preceded by a space, and the closing sign should be followed by a space.

Ex:

\ 'pen \

(2) Accent or Stress Marks:

(dots 4-5) | Mark preceding a syllable with *primary* (strongest) *stress*; also, sometimes called “high mark.”

(dots 5-6) | Mark preceding a syllable with *secondary* (next-strongest) *stress*; also, sometimes called “low mark.”

These signs should always precede and be written unspaced from the syllables they affect. No space should be left between them and the hyphen dividing them from a previous syllable. **Ex:**

\ 'pen-mən-ship \ [penmanship]

(3) **Hyphens** are always used to show syllable division and should always be written unspaced from the letters or symbols which precede or follow them, except where they are used to divide a word at the end of a line, or when a space precedes them in ink print when partial pronunciation of a word is shown.

(dots 3-6) The **Regular Hyphen** is used to indicate syllable divisions as listed below:

(a) To represent the ink-print dot indicating syllable division in the braille respelling of entry words (see Appendix D, §1a). For exception, see Compound Hyphen below. **Ex:**

bo.nus

(2) **Hyphens** (See also §b(3) above):

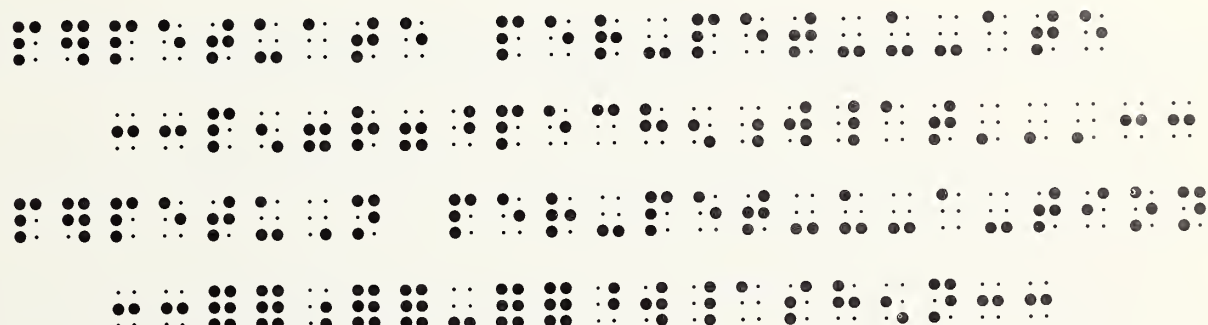
Single Middle Hyphen (dots 2-5) is used to represent the single bold-face dot used in pronunciation to mark a syllable division inserted in a sequence of sounds that can have more than one syllable division. It should be written unspaced from the signs which precede and follow it. **Ex:**

nitrate \ 'ni. | trāt \



Ink-print Slanted Double Hyphen // (dots 1-2-3-4-5-6, 1-2-3-4-5-6), is used in unabridged dictionaries to represent the pronunciation of all of the sounds of a syllable for which a previous pronunciation has been given. If two or more slanted double hyphens follow one another in ink print without an intervening sign, the regular hyphen (dots 3-6), must be inserted to separate them. (See also the use of this same braille sign to represent the Swung Dash in §b(8) above.) **Ex:**

per•pet•u•ate \ pə(r) | pechə | wāt ... \
per•pet•u•a•tion \ // // // 'wāshən \



Note: This sign should not be used to represent the light-face double hyphen found at the end of a line in **definitions** in unabridged dictionaries to indicate that the hyphen must be retained in ordinary writing of a compound word. The regular hyphen should be substituted in such cases.

(3) **The Ditto Sign** " : : (dots 5, 2), in dictionaries indicates that the preceding pronunciation is to be repeated. It should be preceded and followed by a space in braille.

(4) **The Plus Sign** + is used in an incomplete pronunciation in unabridged dictionaries to signify that the rest of the pronunciation is to be sought elsewhere in the vocabulary. It should be indicated in braille by the word "plus," preceded and followed by a space.

(5) **Light-face Vertical Bar** | : : (dots 2-3-5), is used in unabridged dictionaries to facilitate the placement of a variant pronunciation. It should be written without a space between it and other pronunciation symbols, unless it is preceded by a space in the ink-print copy.

(6) **Bold-face, Large Capital V** : : : (dots 5-6, 6, 1-2-3-6) is used in unabridged dictionaries as the abbreviation for the word "vowel" in etymologies. Follow ink-print spacing.

(5) In transcribing explanations of phonetic pronunciations in foreign language grammars, dictionaries, etc., be sure to observe the following:

(a) All single letters which represent the sounds of a Roman alphabet should be preceded by the letter sign, and the foreign accented letter symbols should be used.

(b) All single letters or words of non-Roman languages should be preceded by dot 2.

(c) All single letters or words representing phonetic sounds must be preceded and followed by the phonetic indicator, dots 2-5, 2-5.

(6) **Division of Words:** Words written in phonetic form should not be divided at the end of the line except between syllables. The hyphen, preceded by dot 6, should follow without a space the last syllable on the line.

(7) In many instances, the IPA system of phonetics provides more than one ink-print symbol (including digraphs) for the representation of the same sound. The transcriber should always reproduce the exact symbology found in the ink-print copy.

b. International Phonetic Association Alphabet: The following braille symbols represent a one-to-one counterpart of their ink-print equivalents.

(1) Vowels:

Braille Symbol	Ink-print Symbol	Pronunciation Value
⠠⠠⠠⠠⠠⠠	i	(front close) As in Fr. <i>si</i> ; Ger. <i>wie</i> ; with value more remote from cardinal in Eng. <i>see</i>
⠠⠠⠠⠠⠠⠠	e	(front half-close) As in Scot. pronunciation of <i>day</i> ; Fr. <i>thé</i> ; Ger. <i>Mehr</i> ; Ital. <i>pesca</i> (fishing); Rus. <i>петь</i>
⠠⠠⠠⠠⠠⠠	ɛ	(front half-open) As in Nor. Eng. pronunciation of <i>pen</i> , <i>get</i> ; Fr. <i>mettre</i> (short), <i>maître</i> (long); Ger. <i>Bett</i> ; Ital. <i>pesca</i> (peach), <i>era</i> ; Rus. <i>э</i> in <i>этот</i> .
⠠⠠⠠⠠⠠⠠	a	(front open) As in Nor. Eng. pronunciation of <i>back</i> , <i>pan</i> ; Parisian Fr. <i>patte</i> ; Hanoverian Ger. <i>fahren</i> , <i>Strasse</i> ; Rus. vowel in <i>мясо</i>
⠠⠠⠠⠠⠠⠠	ɑ	(back open) As in frequent Sou. Eng. pronunciation of <i>far</i> , <i>half</i> ; Parisian Fr. <i>pas</i> (short), <i>pâte</i> (long); Ger. <i>fahren</i> , <i>Strasse</i> as pronounced in Hamburg and Saxony; first <i>a</i> in Rus. <i>палка</i>
⠠⠠⠠⠠⠠⠠	ɔ	(back half-open, open lips) As in Scot. pronunciation of <i>hot</i> ; Fr. <i>porte</i> (short), <i>fort</i> (long); Ger. <i>Sonne</i> ; opener variety in Ital. <i>cosa</i>
⠠⠠⠠⠠⠠⠠	o	(back half-close, rounded lips) As in Scot. pronunciation of <i>coat</i> ; Fr. <i>beau</i> ; Ger. <i>wohl</i> ; Ital. <i>dove</i>
⠠⠠⠠⠠⠠⠠	u	(back close, rounded lips) As in Fr. <i>tout</i> ; Ger. <i>gut</i> ; Ital. <i>subito</i> ; with value more remote from cardinal in Eng. <i>too</i>
⠠⠠⠠⠠⠠⠠	y	(front close, rounded lips) As in Fr. <i>lune</i> ; Ger. <i>über</i> ; Norweg. <i>tjue</i> (cardinal)
⠠⠠⠠⠠⠠⠠	ø	(front half-close, rounded lips) As in Fr. <i>peu</i> ; Ger. <i>schön</i>
⠠⠠⠠⠠⠠⠠	œ	(front half-open, rounded lips) As in Fr. <i>œuf</i> (short), <i>veuve</i> (long); Ger. <i>zwölf</i>
⠠⠠⠠⠠⠠⠠	ɒ	(back open, rounded lips) As in Sou. Eng. <i>hot</i>

Braille Symbol	Ink-print Symbol	Pronunciation Value
⠠	ʌ	(back half-open) As in frequent Nor. Eng. and Amer. pronunciation of <i>cup</i>
⠡	ɤ	(back half-close) As in Shan 'kɤ (salt) ; advanced variety used in Marathi mɤg (afterwards)
⠢	u	(back close) As in Shan -muu (hand)
⠣	i	(central close, unrounded) As in Rus. letter ы in сын
⠤	u	(central close, rounded lips) As in Norweg. <i>hus</i> ; frequent pronunciation of oo in Scotland (<i>book</i>)
⠥	ɪ or I	(more open i) As in Eng. <i>bit</i> ; Ger. <i>bitte</i>
⠦	ɑ or u	(more open u) As in Sou. Eng. <i>book</i> ; Ger. <i>Hund</i>
⠧	ɣ	(more open y) As in Ger. <i>fünf</i> , <i>Glück</i>
⠨	æ	(more open ɛ) As in common Sou. Eng. variety of "short a" as in <i>cat</i> , <i>man</i> ; Rus. я (a) as in пять
⠩	ə or ö	(central half-close) As in Swed. <i>dum</i>
⠪	ə	(central middle) As a in Eng. <i>about</i> ("neutral vowel" or "schwa") ; other varieties are Fr. "e mute", Ger. <i>e</i> in <i>bitte</i>
⠬	ɐ	(a more open variety of ə) As a in a common pronunciation of Eng. <i>sofa</i> ; Lisbon Port. <i>a</i> in <i>para</i>
⠭	ɜ	(central half-open) Sometimes found to represent the vowel sound in Eng. <i>bird</i> , <i>turn</i> ; is used when necessary to represent an additional variety of central vowel different from ə and ɐ

(2) Consonants:

(a) Plosives:

Braille Symbol	Ink-print Symbol	Pronunciation Value
⠏	p	(bilabial) As in Eng., Fr., and Ger. <i>p</i>
⠎	b	(bilabial) As in Eng. and Fr. <i>b</i> ; Ger. <i>bei</i>
⠥	t	(dental and alveolar) As in Eng., Fr., and Ger. <i>t</i>
⠦	d	(dental and alveolar) As in Eng. and Fr. <i>d</i> ; Ger. <i>der</i>
⠧	ʈ	(retroflex) As in Swed. <i>rt</i> in <i>kort</i>

Braille Symbol	Ink-print Symbol	Pronunciation Value
	đ	(retroflex) As in Swed. <i>rd</i> in <i>bord</i>
	c	(palatal) Cardinal value, as in dialectal Fr. pronunciation of <i>quai</i> (ce); Hung. <i>ty</i> in <i>kutya</i> ; Persian <i>k</i> in <i>yak</i> (one)
	ĵ	(palatal) Cardinal value, as in dialectal Fr. pronunciation of <i>guêpe</i> ; Hung. <i>gy</i> in <i>nagy</i>
	k	(velar) As in Eng., Fr. <i>c</i> and Ger. <i>k</i>
	g	(velar) As in Eng. <i>get</i> ; Fr. <i>gai</i> ; Ger. <i>gabe</i>
	q	(uvular) As in deep Arabic <i>Qaf</i> ; Eskimo <i>κ</i>
	g	(uvular) The corresponding voiced sound of <i>q</i> above
	ʔ	(glottal) As in Nor. Ger. <i>Verein</i> ; Arabic <i>hamza</i>

(b) Nasals:

Braille Symbol	Ink-print Symbol	Pronunciation Value
	m	(bilabial) As in Eng. and Fr. <i>me</i> ; Ger. <i>mit</i>
	ɱ	(labio-dental) As in Ital. <i>n</i> in <i>invidia</i> ; Span. <i>n</i> in <i>anfora</i>
	n	(dental and alveolar) As in Eng. <i>no</i> ; Fr. <i>ne</i> ; Ger. <i>an</i>
	ɳ	(retroflex) As in Marathi ण (ṇ)
	ɲ	(palatal) As in Fr. and Ital. <i>gn</i> ; Span. <i>ñ</i>
	ŋ	(velar) As in Eng. <i>ng</i> in <i>sing</i> ; Ger. <i>ng</i> in <i>Ding</i> ; Span. <i>n</i> in <i>cinco</i> , <i>tengo</i> , etc.
	ɴ	(uvular) As in Eskimo <i>eNina</i> (melody)

(c) Lateral Fricatives:

Braille Symbol	Ink-print Symbol	Pronunciation Value
	ɬ	(dental and alveolar) As in Welsh <i>ll</i> in <i>Llangollen</i> ; Kaffir <i>hl</i> in <i>hlamba</i> (wash)
	ɮ	(dental and alveolar) As in Zulu <i>dhl</i> in <i>dhla</i> (eat)

(d) Laterals:

Braille Symbol	Ink-print Symbol	Pronunciation Value
⠠	l	(dental and alveolar) As in Eng. <i>let</i> ; Fr. and Ger. <i>l</i>
⠠⠠	ł	(retroflex) As in Marathi ऌ (<i>l</i>)
⠠⠠	ʎ	(palatal) As in Ital. <i>gl</i> in <i>egli</i> , <i>gli</i> in <i>voglio</i> ; Span. <i>ll</i> in <i>allá</i> ; Greek λι in ἡλιος

(e) Rolled, Flapped, and Rolled Fricatives:

Braille Symbol	Ink-print Symbol	Pronunciation Value
⠠	r	(dental and alveolar) Rolled <i>r</i> as in Scot.-Eng., Ital., Span., Rus. The letter is also used whenever possible to denote flapped <i>r</i> (ɾ), fricative <i>r</i> (ɹ), lingual frictionless continuant <i>r</i> (ɻ), uvular rolled <i>r</i> (ʀ), uvular fricative <i>r</i> (ʁ) or the uvular frictionless continuant (ʁ)
⠠⠠	ʀ	(rolled or flapped uvular) One variety of Parisian Fr. <i>r</i> . To distinguish the rolled from the single flap, the rolled may be double (ʀʀ)
⠠⠠	ɾ	(single flap) As in Eng. <i>very</i> ; Span. <i>pero</i>
⠠⠠	ɽ	(retroflex flap) As in Hindi ढ (ɽ); the “thick l” as in E. Norweg. pronunciation of <i>Ola</i>
⠠⠠	ɹ	(rolled fricative dental and alveolar) The Czech. ř as heard in the name <i>Dvořák</i>

(f) Fricatives:

Braille Symbol	Ink-print Symbol	Pronunciation Value
⠠⠠	ɸ	(bilabial) As in the frequent Ger. pronunciation of <i>w</i> in <i>Schwester</i> ; Tswana <i>f</i> ; Japanese <i>h</i> before <i>u</i> as in <i>Huzi</i> (<i>Fuji</i>)
⠠⠠	β	(bilabial) As in the Span. <i>b</i> in <i>saber</i> ; Middle Ger. <i>w</i>
⠠	f	(labio-dental) As in Eng., Fr. and Ger. <i>f</i>
⠠	v	(labio-dental) As in Eng., Fr., Ital. <i>v</i> ; Ger. <i>w</i> in <i>wo</i> ; Rus. в
⠠	θ	(dental and alveolar) As in Eng. <i>th</i> in <i>thing</i> ; Span. <i>c</i> in <i>placer</i> and <i>z</i> in <i>plaza</i> ; Greek θ
⠠	ð	(dental and alveolar) As in Eng. <i>th</i> in <i>this</i> ; Span. <i>d</i> in <i>cada</i> ; Danish <i>d</i> in <i>gade</i> ; Greek δ
⠠	s	(dental and alveolar) As in Eng. <i>see</i> and Fr. <i>son</i> ; Ger. <i>sz</i> in <i>weis</i>
⠠	z	(dental and alveolar) As in Eng. and Fr. <i>z</i> ; Ger. <i>s</i> in <i>so</i> ; Rus. з
⠠	ɹ	(dental and alveolar) As in Sou. Eng. <i>r</i> in <i>dry</i> (consonantal); Amer. Eng. <i>ir</i> in <i>bird</i> (vocalic)

Braille Symbol	Ink-print Symbol	Pronunciation Value
⠠⠠⠠	ʃ	(retroflex) As in Marathi ष (ṣ); Pekingese variety of ʃ before vowels other than <i>i</i> ; Swed. <i>rs</i> in <i>tvärs</i>
⠠⠠⠠	ʒ	(retroflex) As in Pekingese variety of ʒ, as in 'ʒen (man) (narrowly 'ʒən)
⠠⠠	ʃ	(palatal-alveolar) As in Eng. <i>sh</i> ; Fr. <i>ch</i> ; Ger. <i>sch</i> ; Rus. ш; Ital. <i>sc</i> in <i>pesce</i> and <i>sci</i> in <i>uscio</i>
⠠⠠	ʒ	(palatal-alveolar) As in Eng. <i>s</i> in <i>measure</i> ; Fr. <i>j</i> in <i>jour</i> , <i>g</i> in <i>géant</i> ; <i>ll</i> in Sou. Amer. Span.; Rus. ж
⠠⠠	ç	(palatal) In occasional pronunciation of Eng. <i>hue</i> (çu:); Ger. <i>ch</i> in <i>ich</i> ; Japanese <i>h</i> before <i>i</i> in <i>hito</i>
⠠⠠⠠	ʃ	(alveolo-palatal) As in Polish <i>ś</i> in <i>geś</i> , <i>si</i> in <i>gesiq</i> ; Pekingese variety of ʃ before <i>i</i> (<i>hs</i> in the Wade romanization)
⠠⠠⠠	ʒ	(alveolo-palatal) As in Polish <i>ź</i> in <i>źle</i> , <i>zi</i> in <i>ziarno</i>
⠠⠠	j	(alveolo-palatal) As in Eng. <i>y</i> in <i>yet</i> , <i>you</i> ; <i>j</i> as in Ger. <i>Jahr</i>
⠠⠠	x	(velar) As in Scot. <i>ch</i> in <i>loch</i> ; Ger. <i>ch</i> in <i>ach</i> ; Span. <i>j</i> in <i>jabón</i> , <i>g</i> in <i>gente</i> ; Rus. x
⠠⠠⠠	ɣ	(velar) As in Span. <i>g</i> in <i>luego</i> ; Danish <i>g</i> in <i>koge</i> ; freq. Ger. pronunciation of <i>g</i> in <i>Wagen</i> ; Greek γ; Arabic غ (<i>ghein</i>)
⠠⠠⠠	χ	(uvular) Variety of Arabic خ (<i>kha</i>)
⠠⠠⠠	ħ	(pharyngeal) As in Arabic ح (<i>hha</i>)
⠠⠠⠠	ʁ	(uvular ɾ) As in a variety of Parisian <i>r</i> ; variety of Arabic غ (<i>ghein</i>)
⠠⠠⠠	ʕ	(pharyngeal) As in Arabic ع (<i>ain</i>)
⠠⠠	h	(glottal) As in Eng. <i>he</i> ; Ger. <i>habe</i>
⠠⠠⠠	ɦ	(voiced <i>h</i>) Often heard in Eng. between voiced sounds as in <i>behave</i> , <i>manhood</i> ; Arabic ه (<i>ha</i>)

(g) Frictionless Continuants and Semi-vowels:

Braille Symbol	Ink-print Symbol	Pronunciation Value
⠠⠠	w	(bilabial) As in Eng. <i>will</i> , <i>walk</i> ; Fr. <i>ou</i> in <i>ouate</i>
⠠⠠	ɥ	(bilabial, consonantal <i>y</i>) As in Fr. non-syllabic <i>u</i> in <i>nuit</i> ; also used following a consonant to represent "front" labialization (palatalization with lip-rounding) as in <i>bɥ</i> in <i>Pedi bɥale</i> (<i>now</i>)
⠠⠠⠠	ʋ	(labio-dental) As in Dutch <i>w</i> ; Hindi व

(3) Other Sounds:

(a) Palatalized Consonants, etc.; Advanced Velar Consonants:

Braille Symbol	Ink-print Symbol	Pronunciation Value	Braille Symbol	Ink-print Symbol	Pronunciation Value
	ṭ	Palatalized <i>t</i>		ẓ	Palatalized <i>z</i>
	ḍ	Palatalized <i>d</i>		j̣	Palatalized <i>j</i>
	ṇ	Palatalized <i>n</i>		ʒ̣	Palatalized <i>ʒ</i>
	ḷ	Palatalized <i>l</i>		ḳ	Advanced Velar <i>k</i>
	ṣ	Palatalized <i>s</i>		x̣	Advanced Velar <i>x</i>

(b) Velarized or Pharyngealized Consonants:

Braille Symbol	Ink-print Symbol	Pronunciation Value	Braille Symbol	Ink-print Symbol	Pronunciation Value
	ɫ	Velarized (dark) <i>l</i> . As in Eng. <i>table</i>		s̠	Velarized <i>s</i>
	t̠	Velarized <i>t</i>		z̠	Velarized <i>z</i>
	d̠	Velarized <i>d</i>			

(c) Ejective Consonants (with Simultaneous Glottal Stop):

Braille Symbol	Ink-print Symbol	Pronunciation Value
	p'	and others, followed by the apostrophe. Sounds are pronounced with simultaneous or nearly simultaneous glottal stop
	t'	
	k'	
	ts'	

(d) Implosive Voiced Consonants:

Braille Symbol	Ink-print Symbol	Pronunciation Value
	ɓ	and others similarly marked. Voiced implosives
	ɗ	

(e) Labialized Sounds:

Braille Symbol	Ink-print Symbol	Pronunciation Value	Braille Symbol	Ink-print Symbol	Pronunciation Value
	σ	Labialized θ or σ		ɶ	Labialized ɶ or ɕ
	z	Labialized δ or ζ		z	Labialized 3 or j

(f) Clicks:

Braille Symbol	Ink-print Symbol	Pronunciation Value	Braille Symbol	Ink-print Symbol	Pronunciation Value
	ɿ	Dental click (Zulu c)		ɿ	Retroflex click (Zulu q)
	ɸ	Lateral click (Zulu x)		ɸ	Velar click

(g) R-colored Vowels:

Braille Symbol	Ink-print Symbol	Pronunciation Value
	ɿ	R-colored vowels (formed by retroflex tongue or otherwise). ɿ is another way of writing frictionless ɿ when used as a vowel. (See also r-colored vowels, page 67.)
	ɿ	
	ɿ	
	ɿ	
	ɿ	

(h) Miscellaneous:

Braille Symbol	Ink-print Symbol	Pronunciation Value
	l	Sound between <i>d</i> and <i>l</i> , but distinct from ɿ
	ɿ	Combination of <i>x</i> and <i>j</i> (one variety of Swed. <i>th</i> , <i>kj</i> , etc.)
	ɿ	Japanese syllabic nasal <i>n</i> ; also used following a vowel to indicate nasalization
	ɿ	Voiceless fricative corresponding to <i>w</i>

(i) Affricates:

Braille Symbol	Ink-print Symbol	Pronunciation Value	Braille Symbol	Ink-print Symbol	Pronunciation Value
⠠⠠⠠⠠⠠⠠	ts , $\widehat{\text{ts}}$, $\underline{\text{ts}}$ or ʒ	Affricate ts	⠠⠠⠠⠠⠠⠠	dʒ , $\widehat{\text{dʒ}}$ or $\underline{\text{dʒ}}$	Affricate $dʒ$
⠠⠠⠠⠠⠠⠠	tʃ , $\widehat{\text{tʃ}}$ or $\underline{\text{tʃ}}$	Affricate $tʃ$	⠠⠠⠠⠠⠠⠠	pf or $\underline{\text{pf}}$	Affricate pf
⠠⠠⠠⠠⠠⠠	dz , $\widehat{\text{dz}}$, $\underline{\text{dz}}$ or ʒ	Affricate dz	⠠⠠⠠⠠⠠⠠	bv or $\underline{\text{bv}}$	Affricate bv

(j) Synchronic Articulation:

Braille Symbol	Ink-print Symbol	Pronunciation Value
⠠⠠⠠⠠⠠⠠	kp or $\widehat{\text{kp}}$	k and p pronounced simultaneously
⠠⠠⠠⠠⠠⠠	nm or $\underline{\text{nm}}$	n and m pronounced simultaneously

(k) Aspirates:

Braille Symbol	Ink-print Symbol	Pronunciation Value	Braille Symbol	Ink-print Symbol	Pronunciation Value
⠠⠠⠠⠠⠠⠠	p'	} and others. Aspirated plosives	⠠⠠⠠⠠⠠⠠	$\acute{e}$	} and others. H-colored vowels
⠠⠠⠠⠠⠠⠠	t'		⠠⠠⠠⠠⠠⠠	$\acute{a}$	

(4) Length, Stress; Pitch:

(a) Length, Stress:

Braille Symbol	Ink-print Symbol	Pronunciation Value
⠠⠠⠠⠠⠠⠠	:	(placed after the letter affected in both ink print and braille). Indicates that the preceding letter is long, e.g., a:
⠠⠠⠠⠠⠠⠠	·	(placed after the letter affected in both ink print and braille). Indicates that the preceding letter is half-long, e.g., a'
⠠⠠⠠⠠⠠⠠	˘	(placed over the letter affected in ink print; before the letter in braille). Indicates the weaker element of a diphthong, e.g., aũ . May also be used to write m̃b , ñd , etc., to show that a nasal consonant is very short and that the intimate combination with the following plosive counts as a single sound
⠠⠠⠠⠠⠠⠠	̣	(placed under the letter in ink print; before the letter in braille). Indicates that the sound is syllabic, e.g., ṇ
⠠⠠⠠⠠⠠⠠	ˈ	(placed high before the first letter of the syllable in ink print; before the first letter of the syllable in braille). Indicates that the following syllable has strong stress, e.g., Eng. 'inkri:s (noun), in'kri:s (verb)
⠠⠠⠠⠠⠠⠠	ˌ	(placed low before the first letter of the syllable in ink print; before the first letter of the syllable in braille). Indicates that the following syllable has medium stress, e.g., ,kɒmbi'neɪʃn (combination), kən'saɪd'reɪʃn (consideration)

(b) Pitch (Tones):

Symbol	Ink-print Symbol	Pronunciation Value
	ˉ	(placed over the vowel or before the syllable in ink print; before the vowel or syllable in braille). High level tone, e.g., ā
	˘	(placed under the vowel or before the syllable in ink print; before the vowel or syllable in braille). Low level tone, e.g., ă
	ˊ	(placed over the vowel or before the syllable in ink print; before the vowel or syllable in braille). High rising tone, e.g., á
	ˋ	(placed under the vowel or before the syllable in ink print; before the vowel or syllable in braille). Low rising tone, e.g., ǎ
	ˋˊ	(placed over the vowel or before the syllable in ink print; before the vowel or syllable in braille). High falling tone, e.g., à
	ˊˋ	(placed under the vowel or before the syllable in ink print; before the vowel or syllable in braille). Low falling tone, e.g., ǎ
	ˆ	(placed over the vowel or before the syllable in ink print; before the vowel or syllable in braille). Rising-falling tone, e.g., â
	ˇ	(placed over the vowel or before the syllable in ink print; before the vowel or syllable in braille). Falling-rising tone, e.g., ǣ

(5) Modifiers:

Braille Symbol	Ink-print Symbol	Pronunciation Value
	˜	(placed over the letter in ink print; before the letter in braille). Nasalization, e.g., ā, ē indicates nasalized a, e
	◌◌	(placed over or under the letter in ink print; before the letter in braille). Breath, e.g., ʁ indicates breathed r. ʙ, ɗ, ɠ are weak voiceless plosives (“medaiæ”)
	˙	(placed below the letter in ink print; before the letter in braille). Voice, i.e., ʒ may be used to represent z in languages such as Spanish.
	˘˘	(placed over the letter in ink print; before the letter in braille). Central vowels, i.e., ī equals i̥; ü equals u̥; ẽ is intermediate between e and ɛ; ö equals ø (intermediate between o and ɔ), etc.
	˘˙	(placed below the letter in ink print; before the letter in braille). Denotes a close variety, e.g., ɛ̥ denotes a specially close variety of e
	˙˘	(placed below or after the letter in ink print; after the letter in braille). Also used to denote a close variety, as immediately above, with tongue slightly raised, thus e˙ or ɛ̥
	˙˙	(placed below the letter in ink print; before the letter in braille). Denotes an open variety, e.g., ɛ̜ denotes a specially open variety of e
	˙˙˙	(placed below or after the letter in ink print; after the letter in braille). Also used to denote an open variety, as immediately above, with tongue slightly lowered, thus e˙˙ or ɛ̜˙

Braille Symbol	Ink-print Symbol	Pronunciation Value
⠠	+	(placed below or after the letter in ink print; after the letter in braille). Denotes an advanced variety, e.g., a^+ or q^+ denotes an advanced variety of a , and k^+ or k^+ (another way of writing k) an advanced variety of k
⠡	- or -	(placed below or after the letter in ink print; after the letter in braille). Denotes a retracted variety
⠢	ˆ	(placed below the letter in ink print; before the letter in braille). Denotes dental articulation. May sometimes also be indicated by + (see above)
⠣	˜	(placed below the letter in ink print; before the letter in braille). Denotes labialization, e.g., $\text{n}^{\sim}$ indicates n with simultaneous lip-rounding
⠤	˙	(placed over the letter in ink print; before the letter in braille). Palatalization, e.g., $\text{z}^{\cdot}$ equals z
⠥	˚	(placed after the letter in ink print; before the letter in braille). Lips more rounded, e.g., o° equals an over-rounded o ; a° equals ɔ
⠦	˘	(placed after the letter in ink print; before the letter in braille). Lips more spread, e.g., $\text{u}^{\text{˘}}$ equals a variety of u resembling ʊ
⠧	ˈ	(placed (1) over, or (2) to the upper right of the letter in ink print; after the letter in braille), e.g., (1) $\text{h}^{\text{ˈ}}$ colored vowels; (2) weak aspiration after p , t , etc. (See also subsection k, page 65.)
⠨	ˈ	(placed to the upper right of the letter in ink print; after the letter in braille). Glottal stop simultaneously or almost simultaneously with another sound, e.g., Hausa $\text{p}^{\text{ˈ}}$, $\text{t}^{\text{ˈ}}$, $\text{s}^{\text{ˈ}}$, etc., or on vowels as in Danish <i>en</i> ($\text{e}^{\text{ˈ}}\text{n}$), and on continuant consonants as in Danish <i>fem</i> ($\text{f}^{\text{ˈ}}\text{e}\text{m}$)
⠩	f^{s}	An s-like variety of f
⠪	$\text{e}^{\text{ˈ}}$	} R-colored vowels. (See also sub-section g, page 64.)
⠫	$\text{ɛ}^{\text{ˈ}}$	
⠬	$\text{a}^{\text{ˈ}}$	
⠭	$\text{o}^{\text{ˈ}}$	
⠮	$\text{ə}^{\text{ˈ}}$	
⠰	*	The braille italic symbol is used to indicate proper names

(6) Extra Braille Signs to Be Used as Necessary:

Braille Symbol	Ink-print Symbol	Pronunciation Value
⠠		(dot 6). Before a "whispered sound," or with other meanings which could not bring it before punctuation
⠡	˘ or ˘	(dots 2-6, 3-5). With a space before and after. "Liaison" between words

EXAMPLE 1

English Transcription

The north wind and the sun were arguing one day about which of them was stronger, when a traveller came along wrapped up in his overcoat. They agreed that the one who could make the traveller take his coat off would be considered stronger than the other one. Then the north wind blew as hard as he could, but the harder he blew the tighter the traveller wrapped his coat around him, and at last the north wind gave up trying. Then the sun began to shine hot, and right away the traveller took his coat off, and so the north wind had to admit that the sun was stronger than he was.

Ink-print Phonetic Transcription

(one form of American Speech)

ðə 'nɔ:θ 'wɪnd ɪ ðə 'sʌn wɪ 'ɑ:gju:ŋ wən 'de əbaʊt 'hwi:tʃ əv əm
wəz 'strɒŋgɪ, hwən ə 'trævəlɪ kem ə'lɒŋ 'ræpt 'əp ɪn ɪz 'oʊvəkot. ðe
ə'grɪd ðæt ðə 'wən hu kəd 'mek ðə 'trævəlɪ 'tek ɪz 'kɒt 'ɒf wəd bi
kən'sɪdɪd 'strɒŋgɪ ðən ðə 'əðɪ wən. 'ðen ðə 'nɔ:θ 'wɪnd 'blu əz
'hɑ:d əz i 'kɒd, bət ðə 'hɑ:dɪ i 'blu ðə 'taɪtɪ ðə 'trævəlɪ 'ræpt ɪz
kɒt ə'raʊnd ɪm, ɪ ət 'lɑ:st ðə 'nɔ:θ 'wɪnd 'gev əp 'traɪɪŋ. 'ðen ðə
'sʌn bə'ɡæn tə 'ʃaɪn 'hɒt, ɪ 'raɪt ə'we ðə 'trævəlɪ 'tɒk ɪz 'kɒt ɒf, ɪ so
ðə 'nɔ:θ 'wɪnd 'hæt tə əd'mɪt ðæt ðə 'sʌn wəz 'strɒŋgɪ ðən 'hi wəz.

Braille Phonetic Transcription

ðə 'nɔ:θ 'wɪnd ɪ ðə 'sʌn wɪ 'ɑ:gju:ŋ wən 'de əbaʊt 'hwi:tʃ əv əm
wəz 'strɒŋgɪ, hwən ə 'trævəlɪ kem ə'lɒŋ 'ræpt 'əp ɪn ɪz 'oʊvəkot. ðe
ə'grɪd ðæt ðə 'wən hu kəd 'mek ðə 'trævəlɪ 'tek ɪz 'kɒt 'ɒf wəd bi
kən'sɪdɪd 'strɒŋgɪ ðən ðə 'əðɪ wən. 'ðen ðə 'nɔ:θ 'wɪnd 'blu əz
'hɑ:d əz i 'kɒd, bət ðə 'hɑ:dɪ i 'blu ðə 'taɪtɪ ðə 'trævəlɪ 'ræpt ɪz
kɒt ə'raʊnd ɪm, ɪ ət 'lɑ:st ðə 'nɔ:θ 'wɪnd 'gev əp 'traɪɪŋ. 'ðen ðə
'sʌn bə'ɡæn tə 'ʃaɪn 'hɒt, ɪ 'raɪt ə'we ðə 'trævəlɪ 'tɒk ɪz 'kɒt ɒf, ɪ so
ðə 'nɔ:θ 'wɪnd 'hæt tə əd'mɪt ðæt ðə 'sʌn wəz 'strɒŋgɪ ðən 'hi wəz.

Braille transcription of a French text, likely a poem or story, consisting of several lines of text in Braille.

EXAMPLE 2

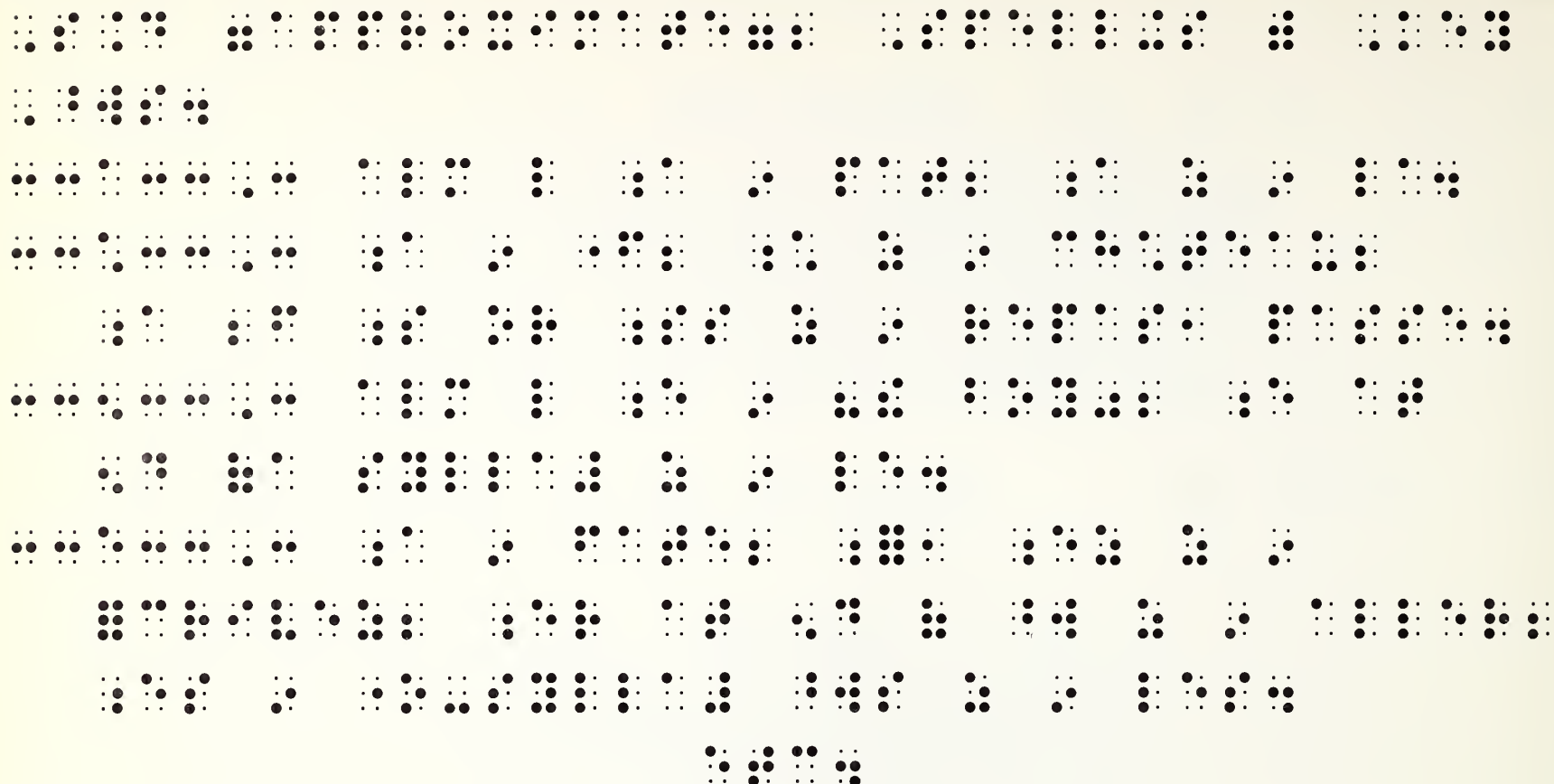
ESSENTIAL PHONETIC SYMBOLS
(for a French grammar)

Symbol	Sound (approximate)	Spellings	Key Words
[a]	almost like <i>a</i> in <i>pat</i>	<i>a</i>	la
[ɑ]	<i>a</i> in <i>father</i>	<i>â</i> <i>a</i> before <i>s</i> or <i>ss</i>	château repas, passe
[ə]	almost like <i>e</i> in “the boy”	<i>e</i> at end of a syllable	le
[e]	<i>a</i> in <i>fate</i>	<i>é, ez</i> <i>er</i> at end of word <i>es</i> in one-syllable words	écrivez aller les

etc.

Braille Transcription

Braille transcription of the text from the table above, showing the symbols [a], [ɑ], [ə], and [e] in context.



§46. Initial Teaching Alphabet (also known as “Augmented Roman Alphabet”), which is used in beginning reading, cannot be reproduced in braille, since the introduction of special symbols would confuse the primary reader.

APPENDICES

Most of the problems encountered in the embossing of special types of materials are dealt with in the General Rules for the Transcription of Textbooks. However, certain materials present problems which require special treatment. For the help of the transcriber, the following appendices offer *additional* instructions.

APPENDIX A—SPELLERS

§1. Since the blind child will not write in the textbook or workbook, do not provide space or lines for this purpose.

§2. All references to cursive or other types of handwriting in spellers should be omitted in braille. If any word list is presented in cursive writing only, include it in accordance with §8 below.

§3. When the instructions refer to silent or omitted letters, follow the instruction for crossed-out letters given in §29 of the rules.

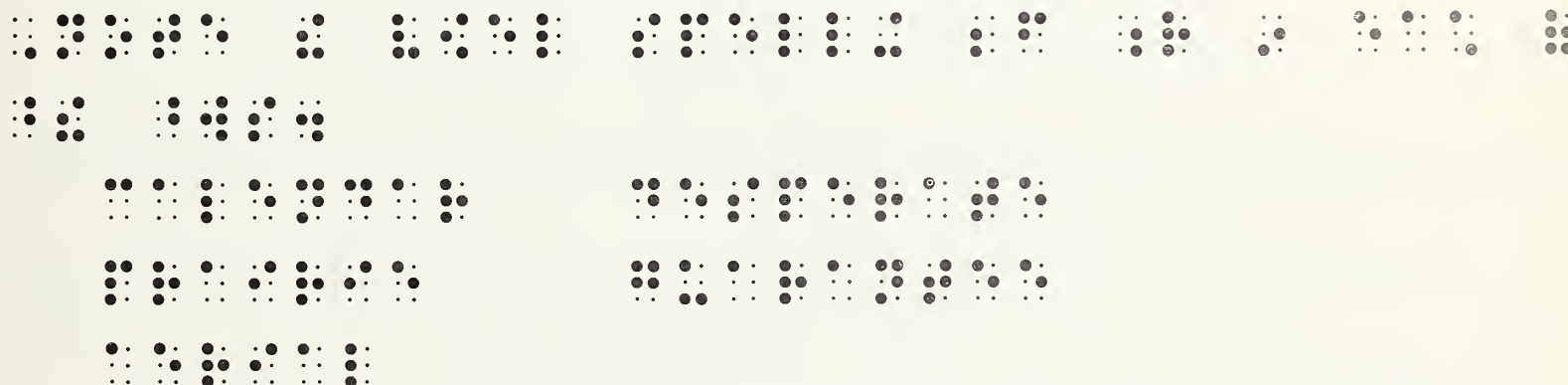
§4. For the presentation of an omitted word, refer to §28 of the rules.

§5. Words should be written in full spelling when the instructions to the student call attention to a specific letter or letter combinations within the words. Do not attempt to reproduce italics or other forms of special type for whole words. **Ex:**

Note the vowel spelling before *r* in each of these words.

calendar
prairie
aerial

desperate
guarantee



§6. Contractions should not be used in prefixes, suffixes, or other letter combinations standing alone. Do not attempt to reproduce italics or other forms of special type for these letter combinations. **Ex:**

Add *ing* to the following words:

look *-ing*
sing *-ing*
plan *-ning*



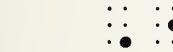
Add the prefix *a* to *rise* to form *arise*.

Figure 1 displays 20 dot patterns arranged in a 2x10 grid. Each pattern is a unique configuration of black dots on a white background. The patterns are numbered 1 through 20 in the bottom right corner of each cell. The patterns vary in complexity and shape, ranging from simple clusters to more intricate, interconnected structures.

cry*
tired
wonder
flashed*

headlights*
suddenly
splashed*
himself

d. If new words are indicated as one-, two-, and three-starred words, use the symbol  (dots 2-6, 2-6), followed immediately by the identifying number. All words in the column should begin one space after the number. If these words are grouped in ink print in separate columns, head each column: One-star, Two-star, etc., and omit the symbols. Ex:

	cry*	headlights**	
	tired	suddenly	
	wonder**	splashed***	
	flashed***	himself*	
			
			
			
			
	cry*	flashed**	
	tired*	headlights**	
	wonder*	suddenly**	
	himself*	splashed**	
			
			
			
			
			

e. New words appearing in exercises should *not* be preceded by the new-word indicator.

(1) In exercises, when the new word is shown in boldface type, italics, underlining, in different colors of type, etc., the different types of print should ordinarily be ignored. **Exception:** When direct reference to the variations in type is made in the instructions to the student, the variations should be indicated as follows:

Variations in Black Type: Use the following indicators, spaced as words, preceding and following the word or words:

 (dots 1-2-4-6, 1-2-3) for the 1st indicator (usually bold-face type)

 (dots 1-2-4-6, 1-3) for the 2nd indicator (usually italic type)

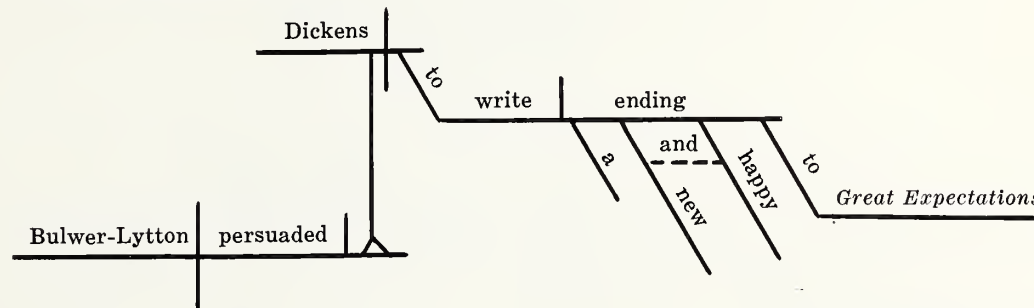
 (dots 1-2-4-6, 1-2) for the 3rd indicator (usually small capital letters)

Variations in Color of Type: Follow the instructions for colored type given in Rule IV, §15.

(2) If a braillewriter or slate is used, the solid horizontal lines should be represented by ⠠ (dots 1-4) and the solid vertical lines by ⠨ (dots 1-2-3). Similarly, broken horizontal lines should be represented by ⠠ (dot 1) and broken vertical lines by ⠨ (dots 1-3). (Solid vertical lines can be made on a braillewriter by moving the roller to the middle point between lines and striking dot 1 when embossing toward the top of the paper, and dot 3 when embossing toward the bottom. Be careful to avoid frequent rolling back and forth of the paper in a braillewriter, since this tends to produce slippage.)

Example #1

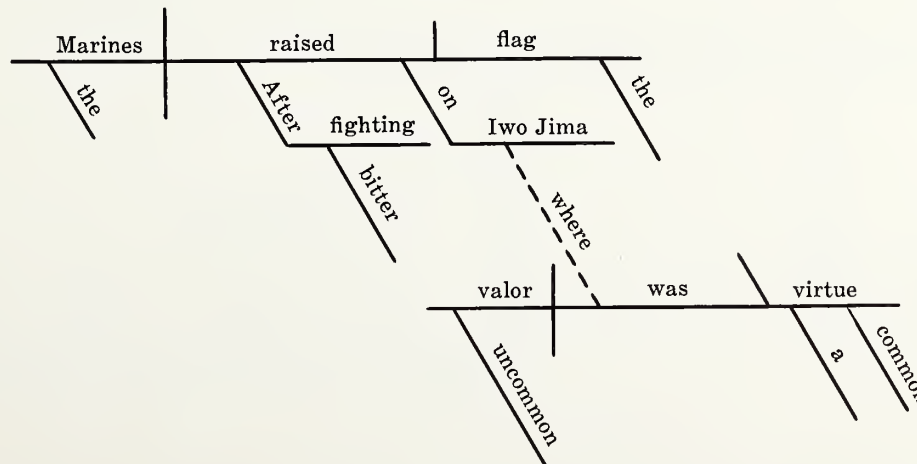
Bulwer-Lytton persuaded Dickens to write a new and happy ending to *Great Expectations*.



(See Example 1a, page 76, for tooled format, and Example 1b, page 77, for braillewriter format.)

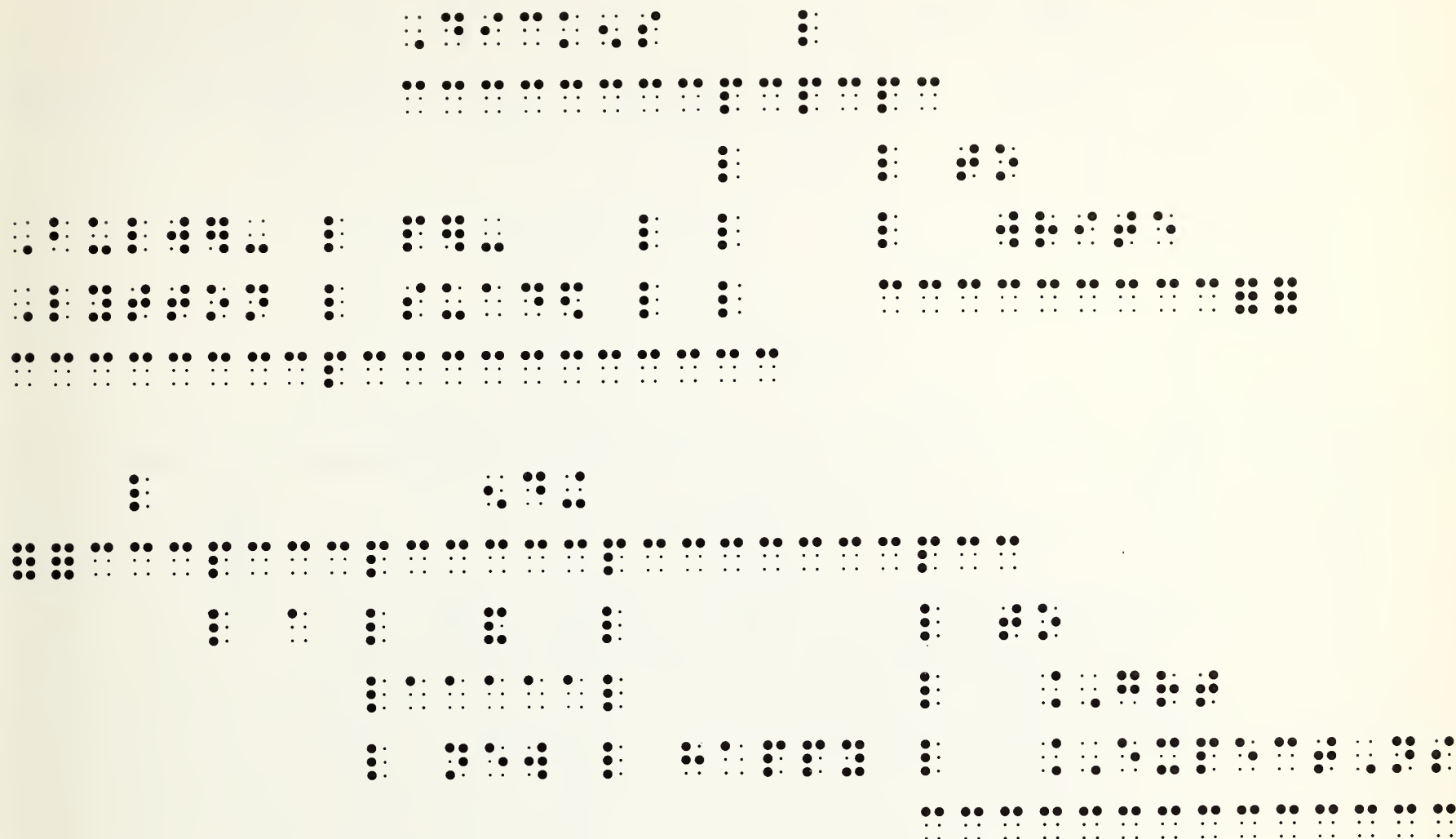
Example #2

After bitter fighting, the Marines raised the flag on Iwo Jima "where uncommon valor was a common virtue."



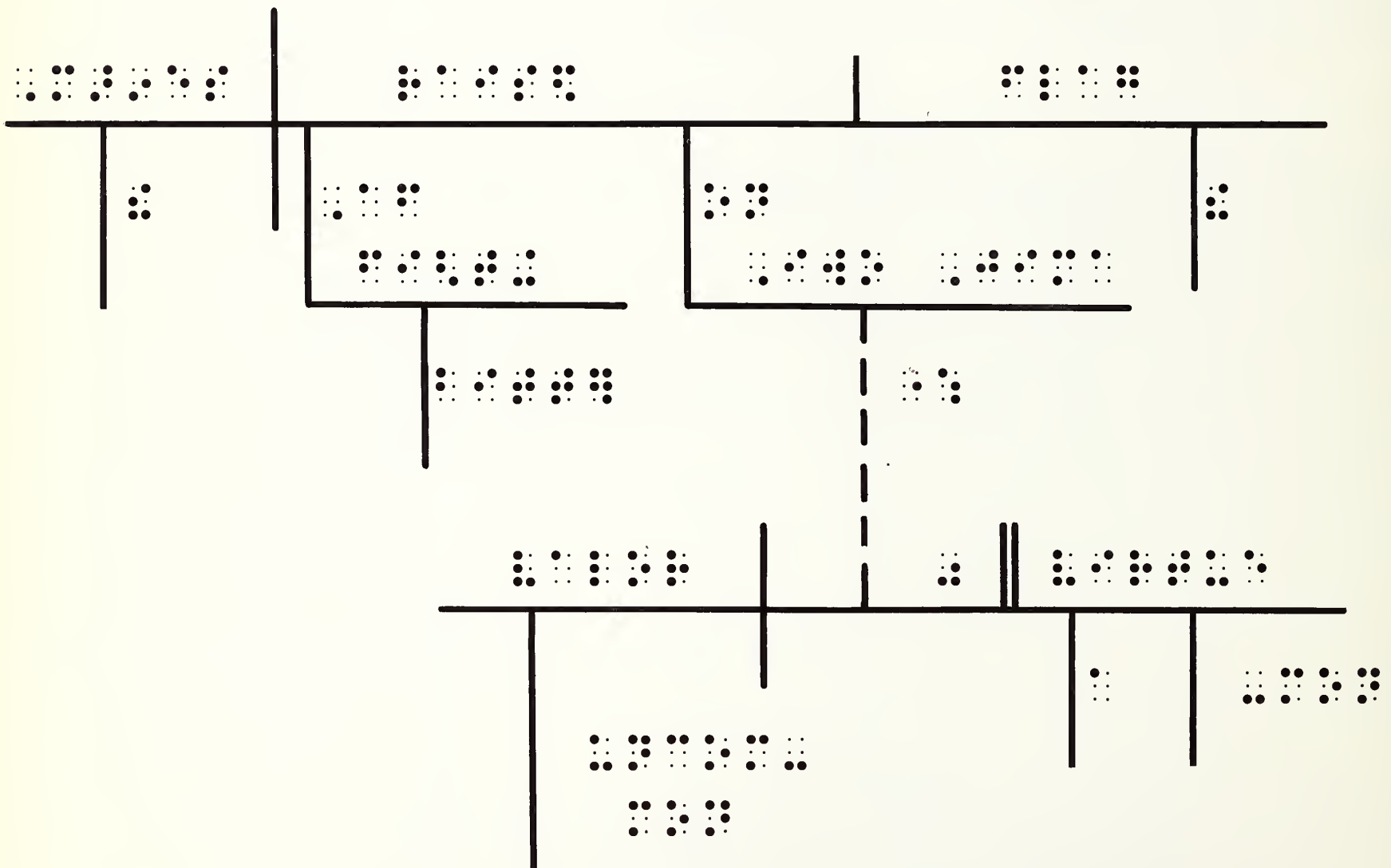
(See Example 2a, page 78, for tooled format, and Example 2b, page 79, for braillewriter format.)

Example #1b

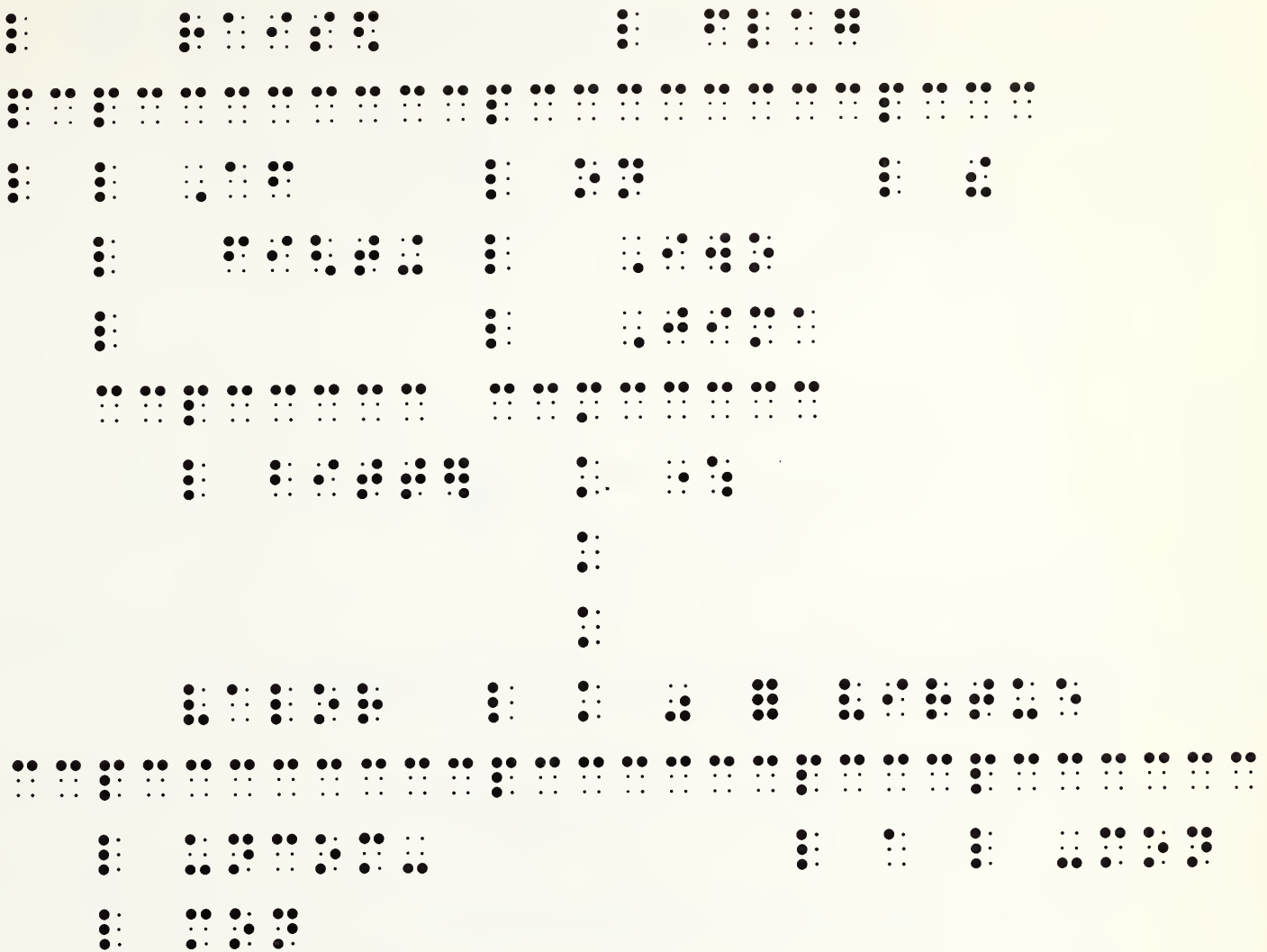


Example # 2a

.....
.....
.....
.....
.....

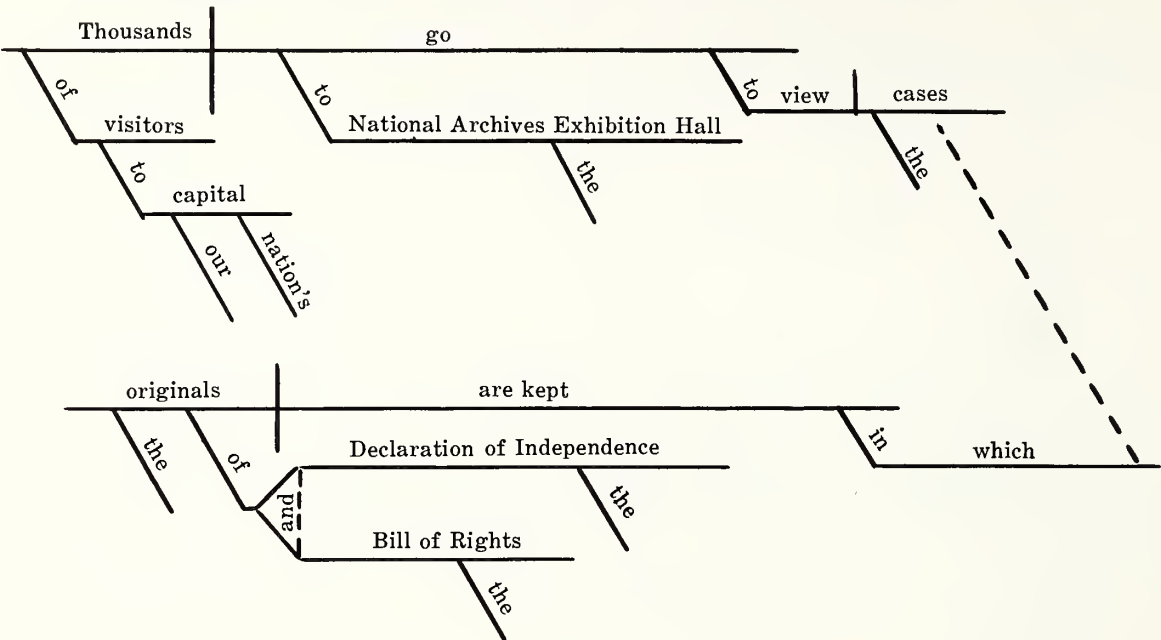


Example #2b



Example #3

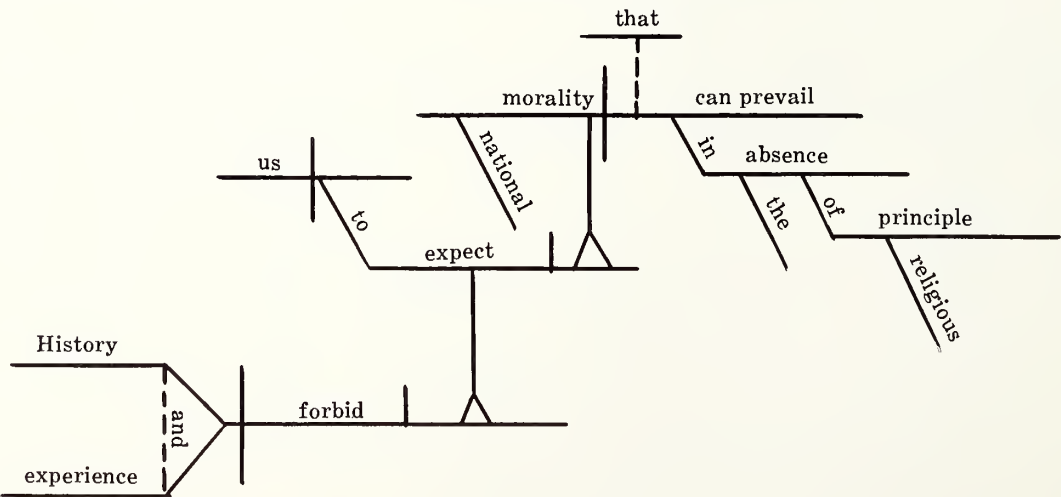
Thousands of visitors to our nation's capital go to the National Archives Exhibition Hall to view the cases in which the originals of the Declaration of Independence and the Bill of Rights are kept.



(See Example 3a, page 67, for tooled format, and Example 3b, page 68, for braillewriter format.)

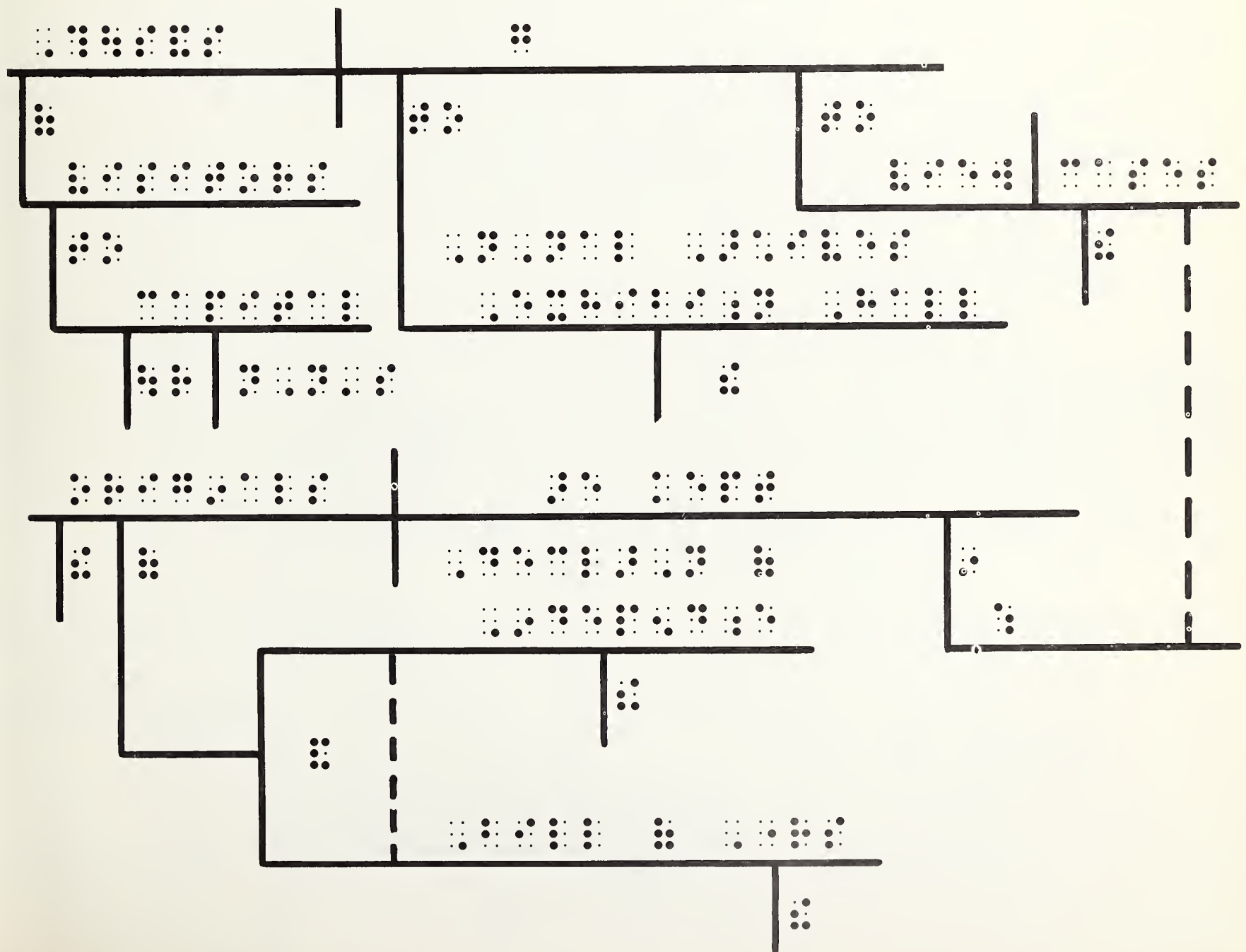
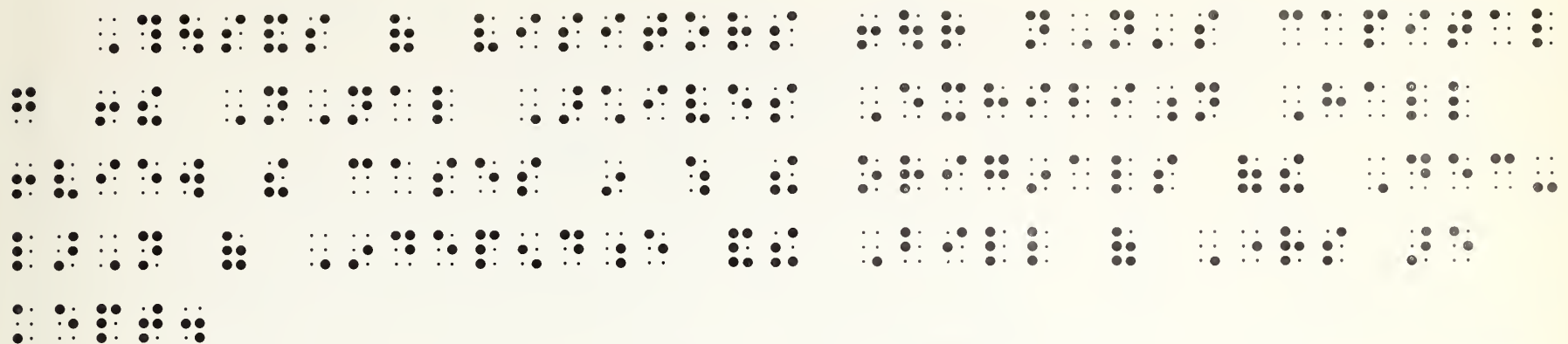
Example #4

History and experience forbid us to expect that national morality can prevail in the absence of religious principle.

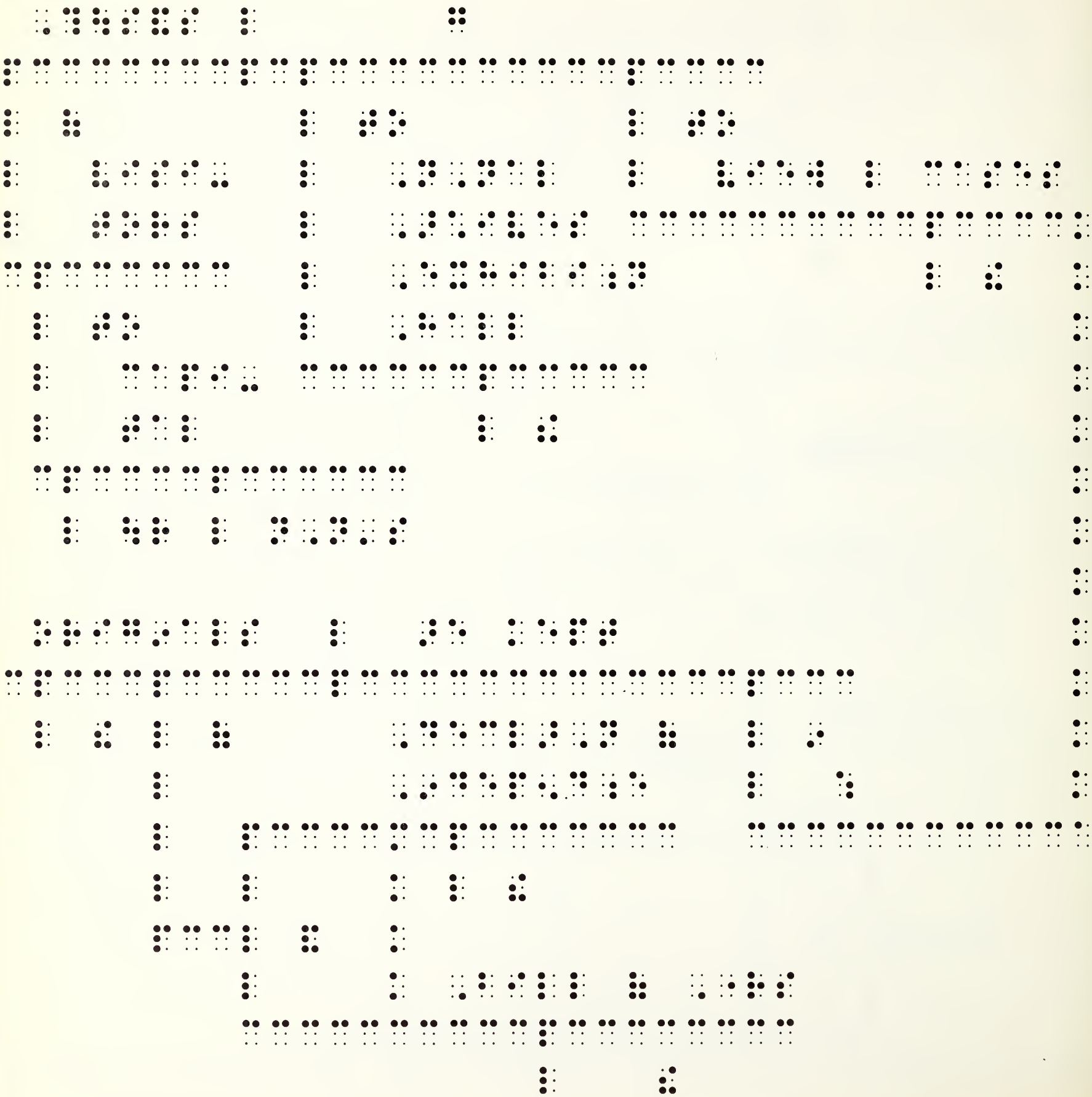


(See Example 4, page 83, for tooled format. **Note.** It is not recommended that a diagram of this type, which starts at the bottom of the page, be reproduced on a braillewriter or slate.)

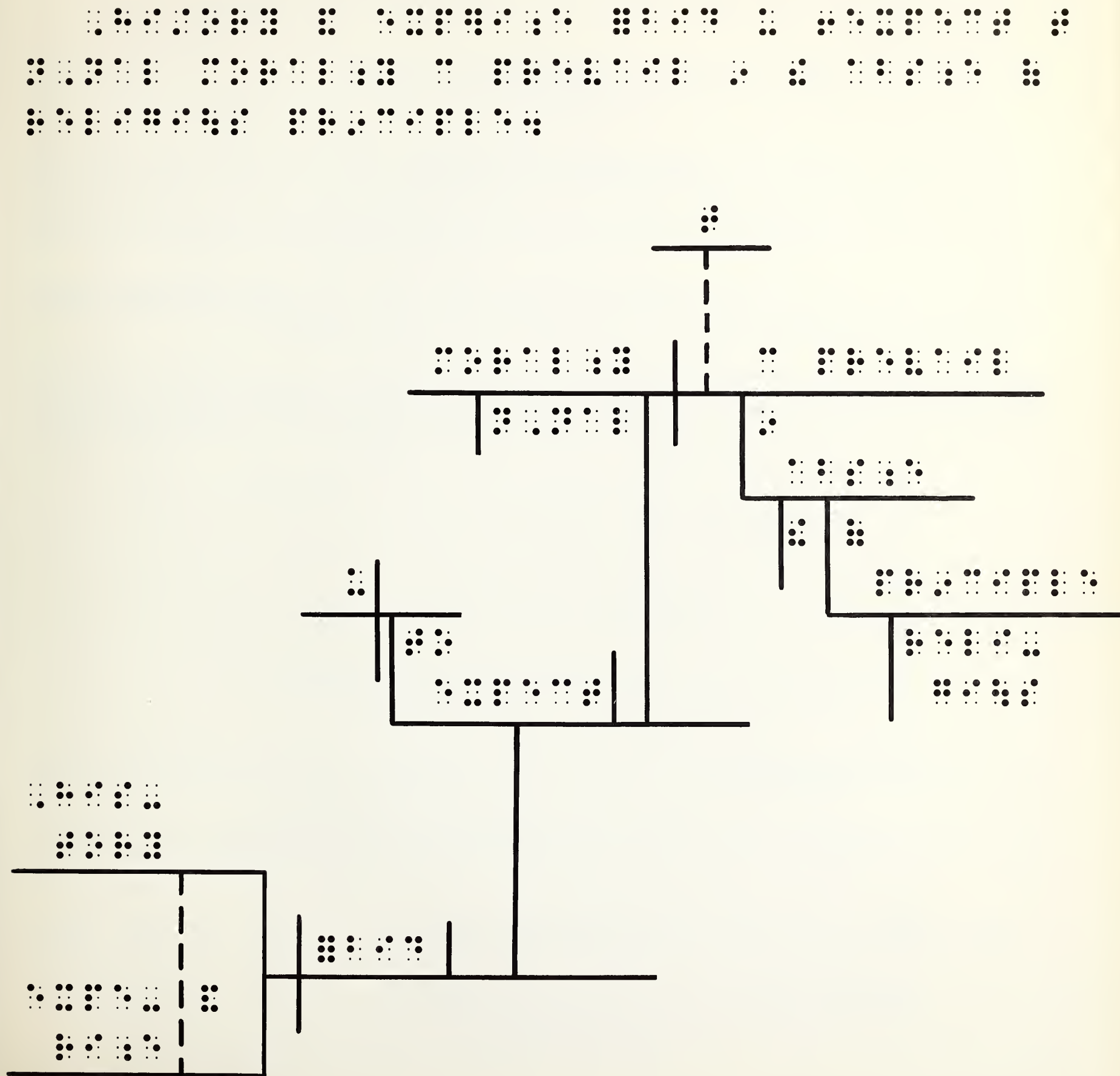
Example #3a



Example #3b



Example #4




 (dots 1-4, 2-5, 1-4, etc.) for a single wavy line

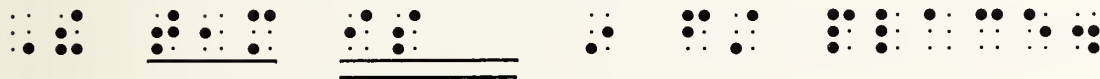
 (dots 1-2-4-5, 2-3-5-6, 1-2-4-5, etc.) for two parallel wavy lines

 (dots 1-3-5, 1-3-5, 1-3-5, etc.) for three parallel wavy lines

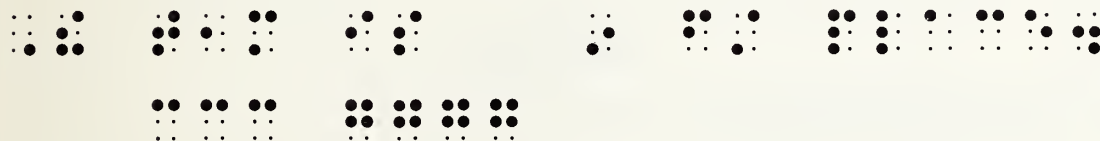
EXAMPLES

Example #1—Black Underscoring

The team is in first place.

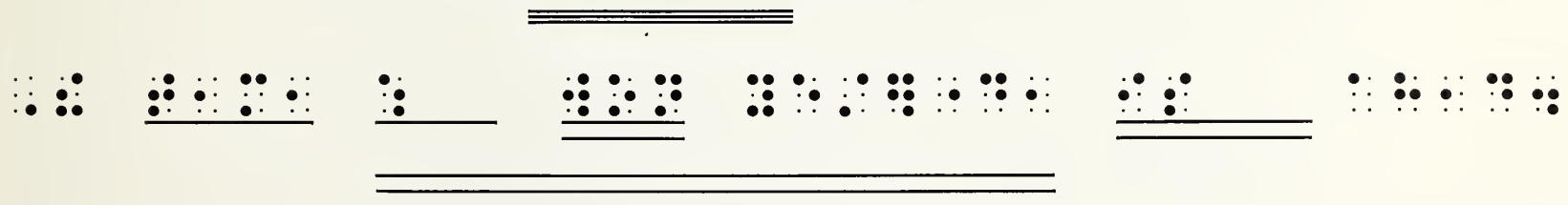


Or



Example #2—Black Underscoring

The team, which won yesterday, is ahead.



Or

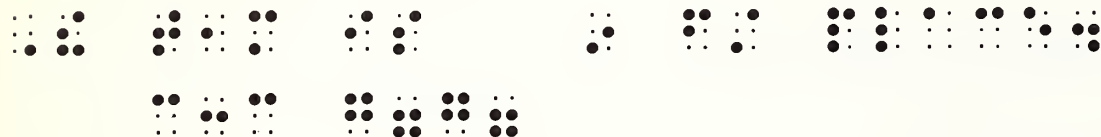


Example #3—Black Underscoring

The team is in first place.

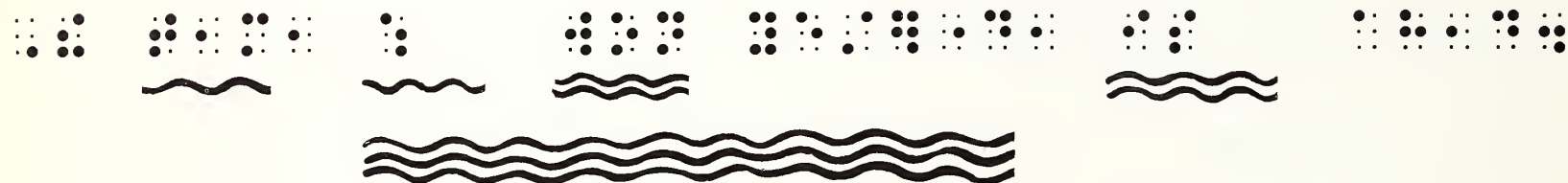


Or

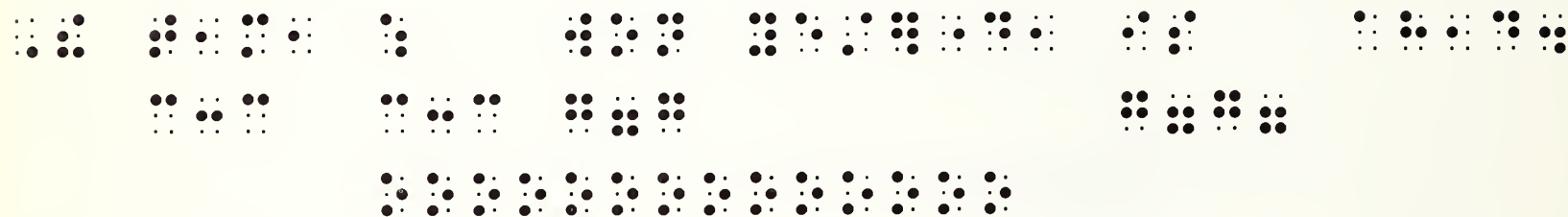


Example #4—Black Underscoring

The team, which won yesterday, is ahead.



Or



Example #5—Green and Red Underscoring

The team is in first place.

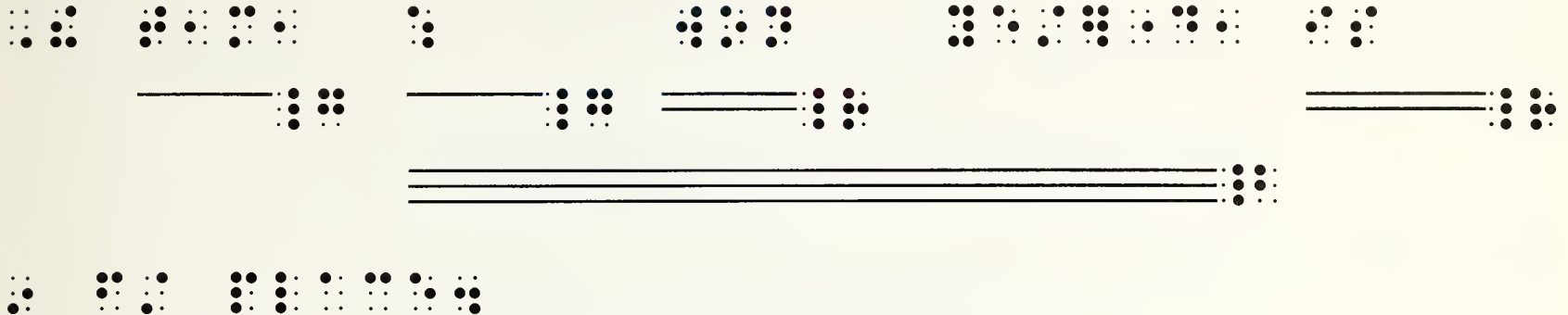


Or

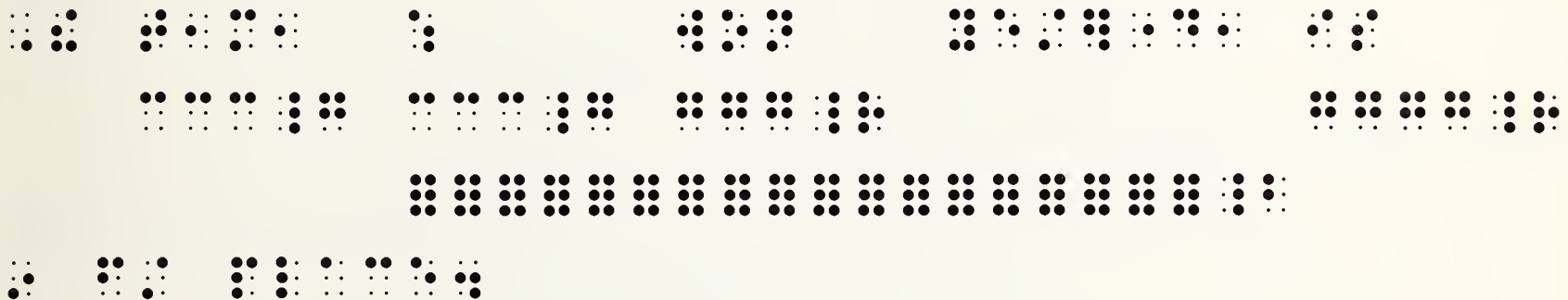


Example #6—Green, Red and Blue Underscoring

The team, which won yesterday, is in first place.



Or



Example #7—Green and Red Underscoring

The team is in first place.

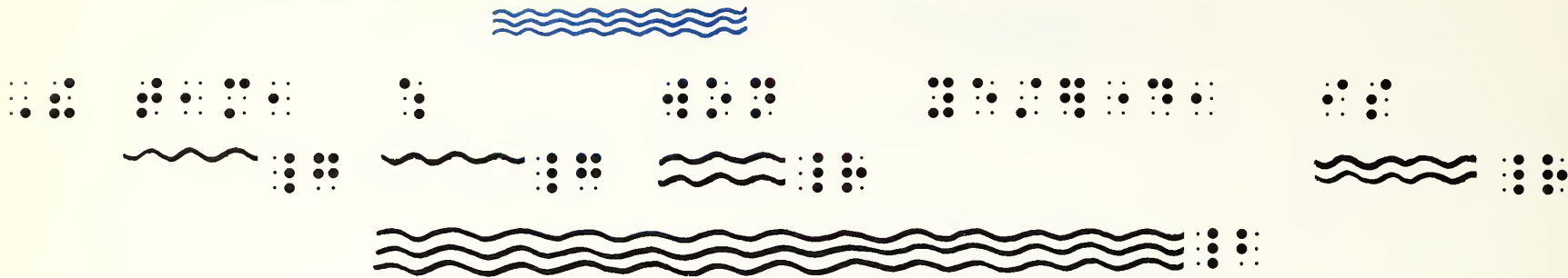


Or



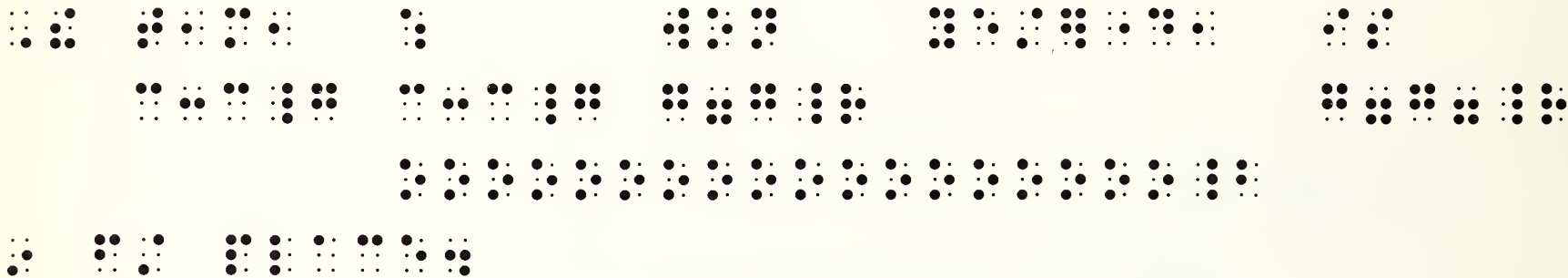
Example #8—Green, Red and Blue Underscoring

The team, which won yesterday, is in first place.



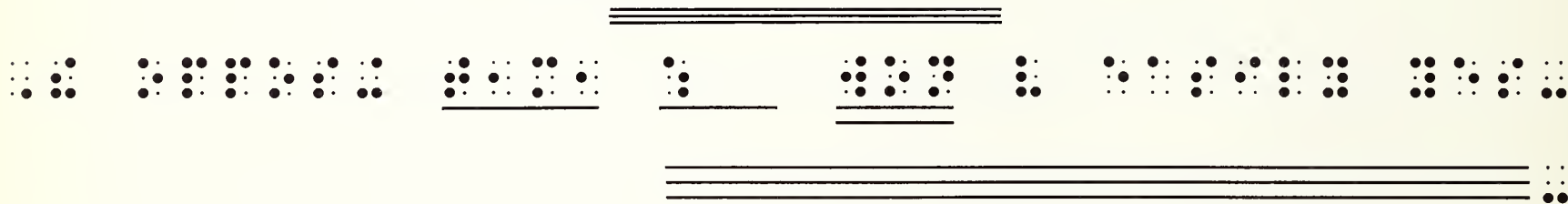
The team, which won yesterday, is in first place.

Or



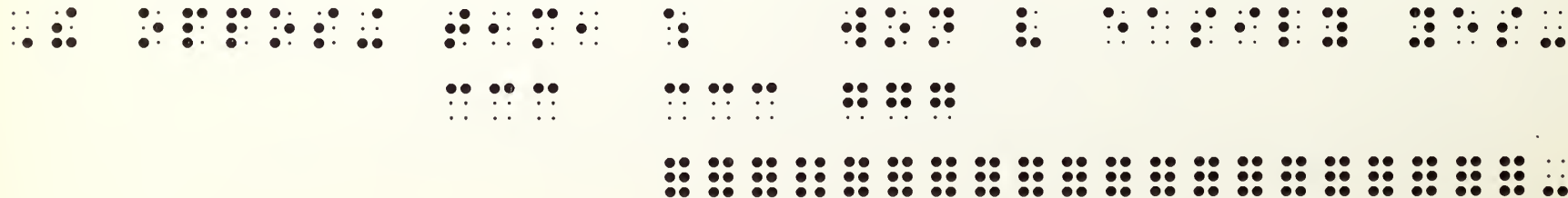
Example #9—Black Underscoring

The opposing team, which won very easily yesterday, is in first place.



The opposing team, which won very easily yesterday, is in first place.

Or



Example #10—Green, Red and Blue Underscoring

The opposing team, which won so very easily yesterday, is in first place.

[illegible]

Or

Example #11—Green, Red and Blue Underscoring

The opposing team, which won so very easily yesterday, is in first place.

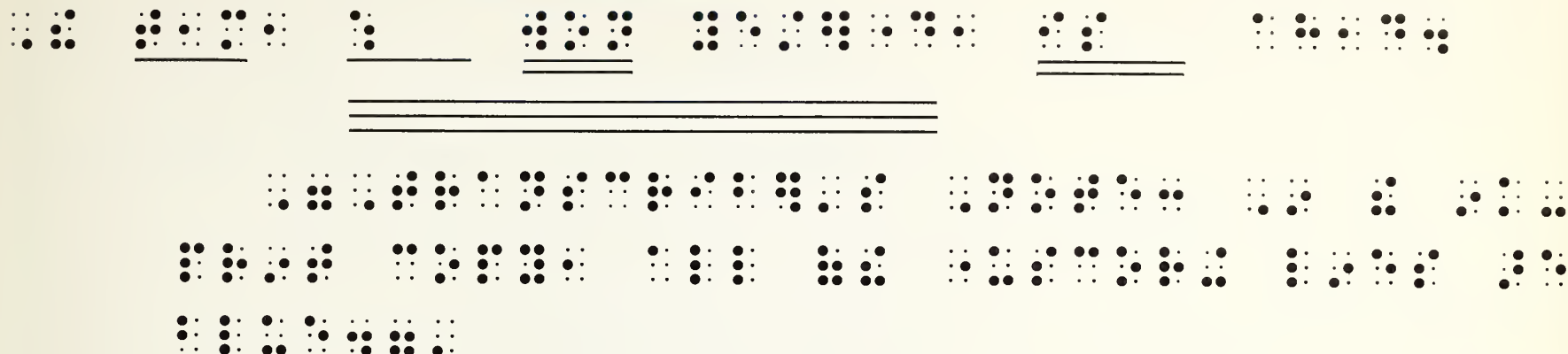
Braille representation of the text "The opposing team, which won so very easily yesterday, is in first place." with green, red, and blue wavy underscoring lines.

Or

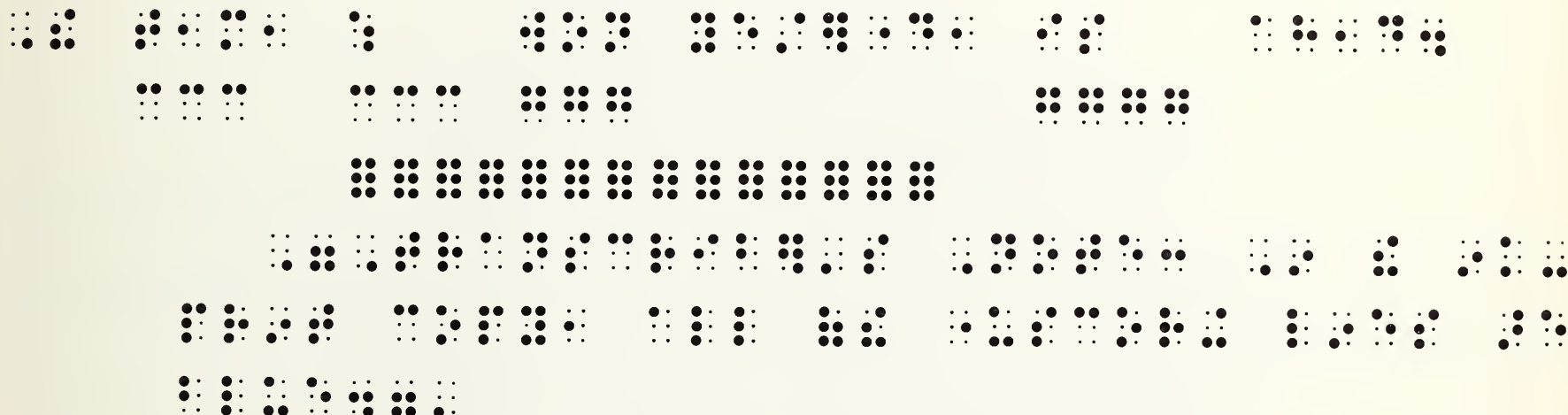
Braille representation of the text "The opposing team, which won so very easily yesterday, is in first place." with black wavy underscoring lines.

Example #12—All-blue Underscoring

The team, which won yesterday, is ahead.



Or



(2) **Arrows:** Ink-print texts often show the relationship between two parts of a sentence by the use of arrows, appearing either above or below a portion of a sentence and pointing either to the right or to the left.

(a) Whatever the position of the arrow, or the direction in which it points, a line of  (dots 2-5) should be used to draw the shaft. If the tip points to the left, it should be represented by the symbol  (dots 2-4-6); if to the right, by the symbol  (dots 1-3-5). To emboss any arrow that points to the left, it will be necessary to emboss the tip first. The tip should always be placed above or below the first character of the braille word to which it points.

(b) If the arrow appears above a part of a sentence in ink print, the beginning of the shaft of the arrow above the line should be shown by the symbol  (dots 2-3-5-6) placed above the first character of the word *from* which it points; if below, by the symbol  (dots 1-2-4-5) placed below the first character of the word *from* which it points.

(c) If there is underscoring of any of the words to which the arrow relates, the arrow must be placed above the words and should point to the beginning of the word or the first of the underscored phrase of two or more words; otherwise, follow the ink-print copy for the position of the arrow.

(d) An arrow that cannot be confined to one braille line is not effective. Therefore, omit all such arrows and insert a transcriber's note explaining that, in the ink-print, an arrow leads from the word ---- to the word ----, etc. However, by rearranging the layout of the words of the sentence, it is often possible to emboss on one line the entire part of the sentence involving the arrow. (See Example #7, page 93.)

(e) **Boxed Words with Arrows:** Ink-print texts may often show the relationship of a boxed word or group of words to another part of the sentence by means of an arrow. In such cases, omit the box and enclose the boxed material in linear braces. A transcriber's note should be inserted to explain the use of linear braces in place of the box. (See Example #8, page 94.)

EXAMPLES

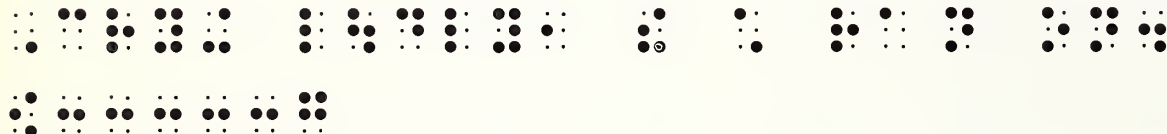
Example #1


 Crying loudly, the child ran on.



Example #2


 Crying loudly, the child ran on.

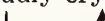


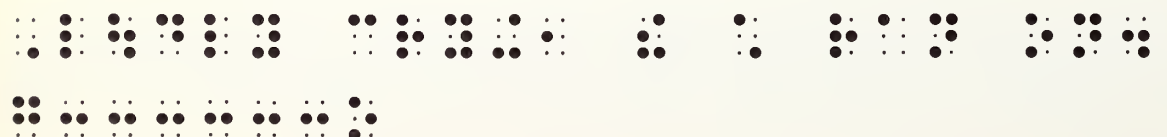
Example #3


 Loudly crying, the child ran on.



Example #4


 Loudly crying, the child ran on.

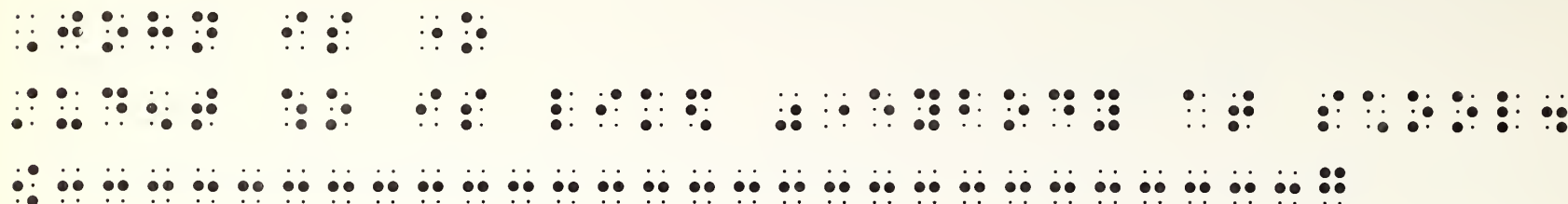


Loudly crying, the child ran on.

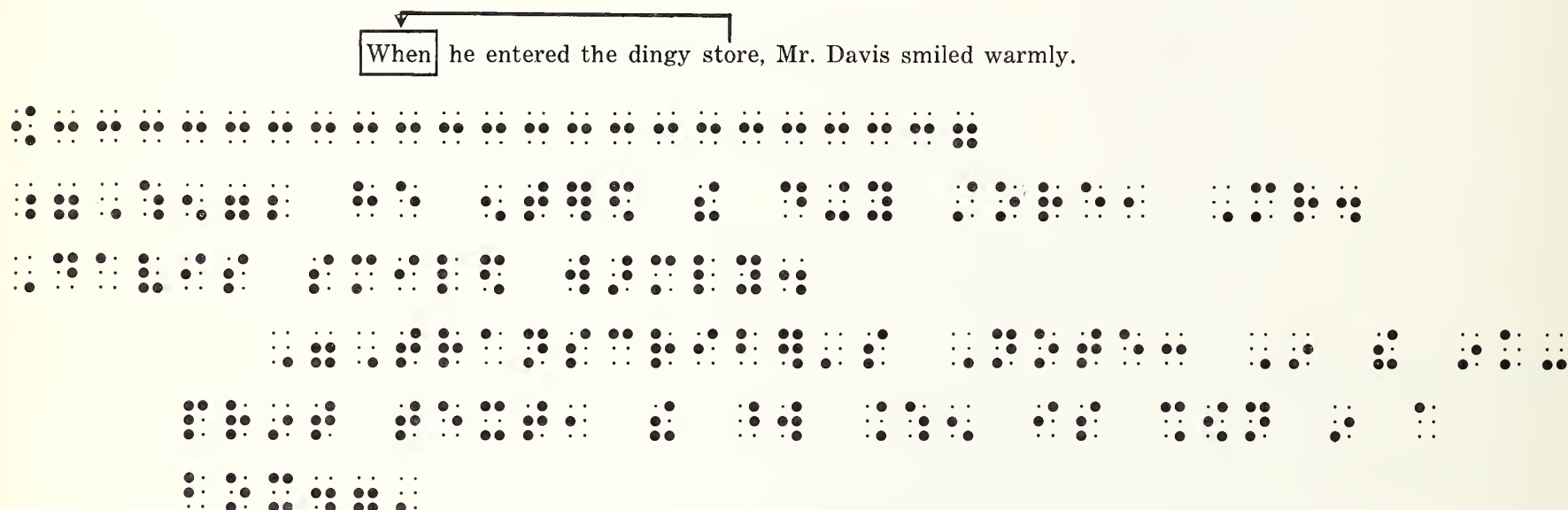
Loudly shrieking and crying, the child ran on.

John is one student who is liked by everybody at school.

Or



Example #8



(3) **Words or Abbreviations in Small Type**, which appear above or below words in sentences in the ink-print text, should be inserted in parentheses following the words to which they apply.

(4) Stars which appear above or below, or after or before, words in sentences in the ink-print text should be inserted following the words to which they apply. Each star should be preceded and followed by a space. (See §16.)

(5) Where parentheses or brackets appear in the copy to set off words, follow the ink-print text.

(6) For other marks for which there are no braille symbols, the quotation marks (double and/or single), italics, and double capital signs may be substituted, with a transcriber's note to explain their use.

§2. Conjugations; Declensions; Genders; Singular and Plural Forms; Comparatives: Such material is generally presented in column form and is found in varying degrees in grammars for all languages (see Rule XII). Decision as to order of presentation will often have to be determined, not only by the requirements of the particular language involved, but also by the format of the text. It will be necessary, therefore, for the transcriber to exercise judgment in putting the material into braille.

a. The transcriber will find difficulty in reproducing the ink-print copy in the cases of conjugations and declensions (see §b below). In most other instances, the material will be found to comprise only two columns, which can be presented by putting the contents on each line of the ink-print columns into several braille lines. Care should be taken to:

(1) Follow the paralleling of items shown horizontally in the ink-print copy, i.e., always begin each parallel item in each column on the same line, whether or not in braille one item may take more lines than the other.

(2) Always line up columns so that the first letters or braille characters of each column are always directly under each other. The first column should always begin at the margin, except when stars or other reference marks precede some of the words in that column. (See §8c, Appendix A—Spellers.) When it is necessary to employ two or more braille lines to present a single item within a column, always indent the runovers one cell from the beginning margin of the column.

(3) If the ink-print copy uses uneven left-hand margins, so as to line up certain words within a column, disregard this format, and block the left-hand margin of each column. (See **Example #3a**, pages 99-100.)

(4) Leave two clear spaces between the longest item in a column and the first cell of the next column.

(5) Always skip lines before and after sets of columns. No line should be skipped following the centered heading appearing immediately above the columned material.

(6) If the material is presented in boxes, follow the rules for boxes. (See Rule VII, §24.) All vertical lines within boxes should be omitted.

(7) Do not split sets of columns or boxes between braille pages, unless it is absolutely necessary. For the sake of the student, it is much better to leave a portion of a braille page blank, in order to complete a set of columns or boxes on a single braille page.

(8) Do not attempt to reproduce italics or other forms of type appearing within the columns in ink print.

b. When it is necessary to rearrange the ink-print copy for presentation in braille, because of space limitations, the transcriber should examine the copy to determine that method of changing the format which will least disrupt the intention of the author. Thus:

(1) In presenting conjugations in ink print, often both the active and passive voices within a tense are presented under the various moods, and each voice is divided into the singular and plural forms in separate columns, thereby requiring four columns in ink print. In braille:

(a) The two columns of the **passive voice** may be written under those of the active voice, with lines skipped between the two sets of columns (see **Example 3a**, pages 99-100) ; or

(b) The plurals of each voice may be listed immediately under the singular forms in the same column, resulting in only two columns — active voice and passive voice, with the individual singular and plural forms **paralleled** on the same braille lines. The headings “Singular” and “Plural” should be omitted in such format. (See **Example #3b**, pages 101-102.)

(2) In foreign-language grammars, when singular and plural forms for a foreign word and its English equivalents are set up in four columns which cannot fit across a single braille line, follow §(1)(b) above, inserting the plural forms under the singular forms in a **single** column, resulting in only two columns across the page—one for the foreign words, and one for their English equivalents. (See **Example #2**, pages 96-98.)

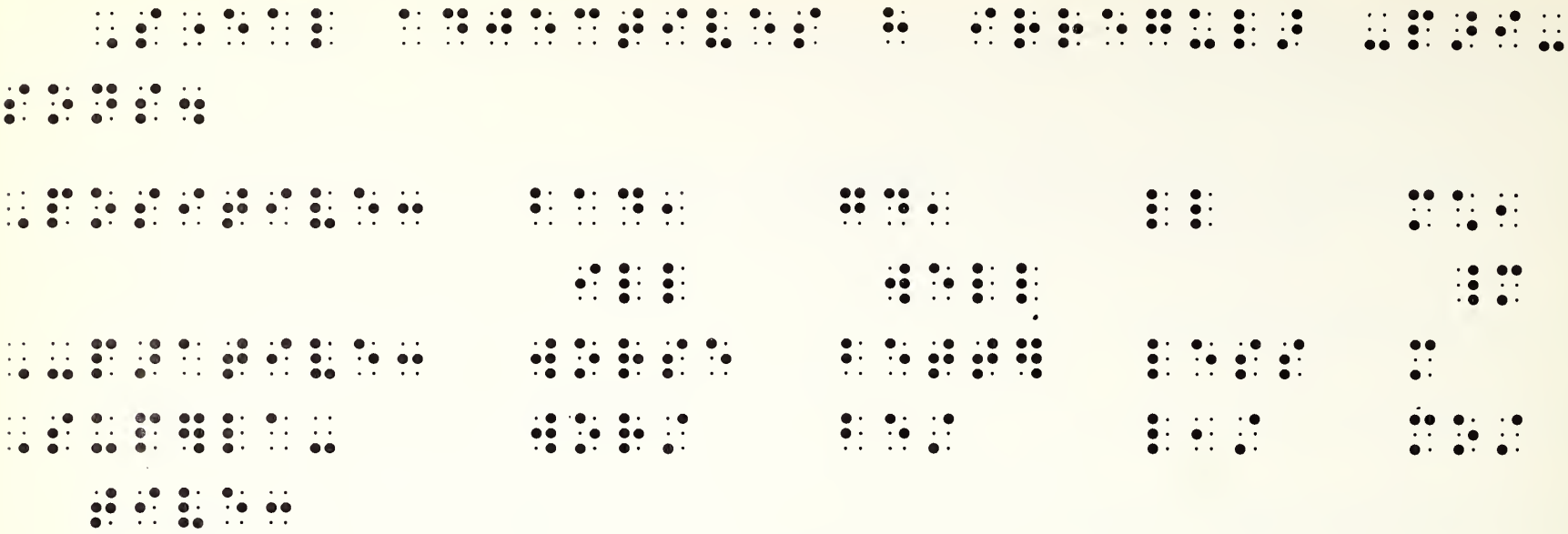
(3) In cases where comparisons are presented for the same forms for different words, it is usually best to put as many columns of different words as possible across the page. Insert the remaining columns of different words under the **first set**, repeating the necessary top and left-hand headings, and skip a line between the two sets of columns. (See **Example #4**, pages 102-103.)

(4) The declensions of adjectives and adverbs in Latin grammars show not only the singular and plural forms of the five cases, but also the three genders (masculine, feminine and neuter). The three columns of the plural forms with their headings should be inserted under the three columns of singular forms, with a line skipped between the sets of columns. The abbreviated headings for the cases should be repeated in a column at the margin. (See **Example #4**, pages 102-103.)

Example #1

Several adjectives have irregular comparisons.

<i>Positive:</i>	bad, ill	good, well	little	much, many
<i>Comparative:</i>	worse	better	less	more
<i>Superlative:</i>	worst	best	least	most



Example #2

249. SUMMARY OF PRONOUNS

A. Personal

ego (<i>pl. nos</i>)	I (we)
tu (<i>pl. vos</i>)	you (you)
is, ea, id (<i>also hic and ille; see below</i>)	he, she, it

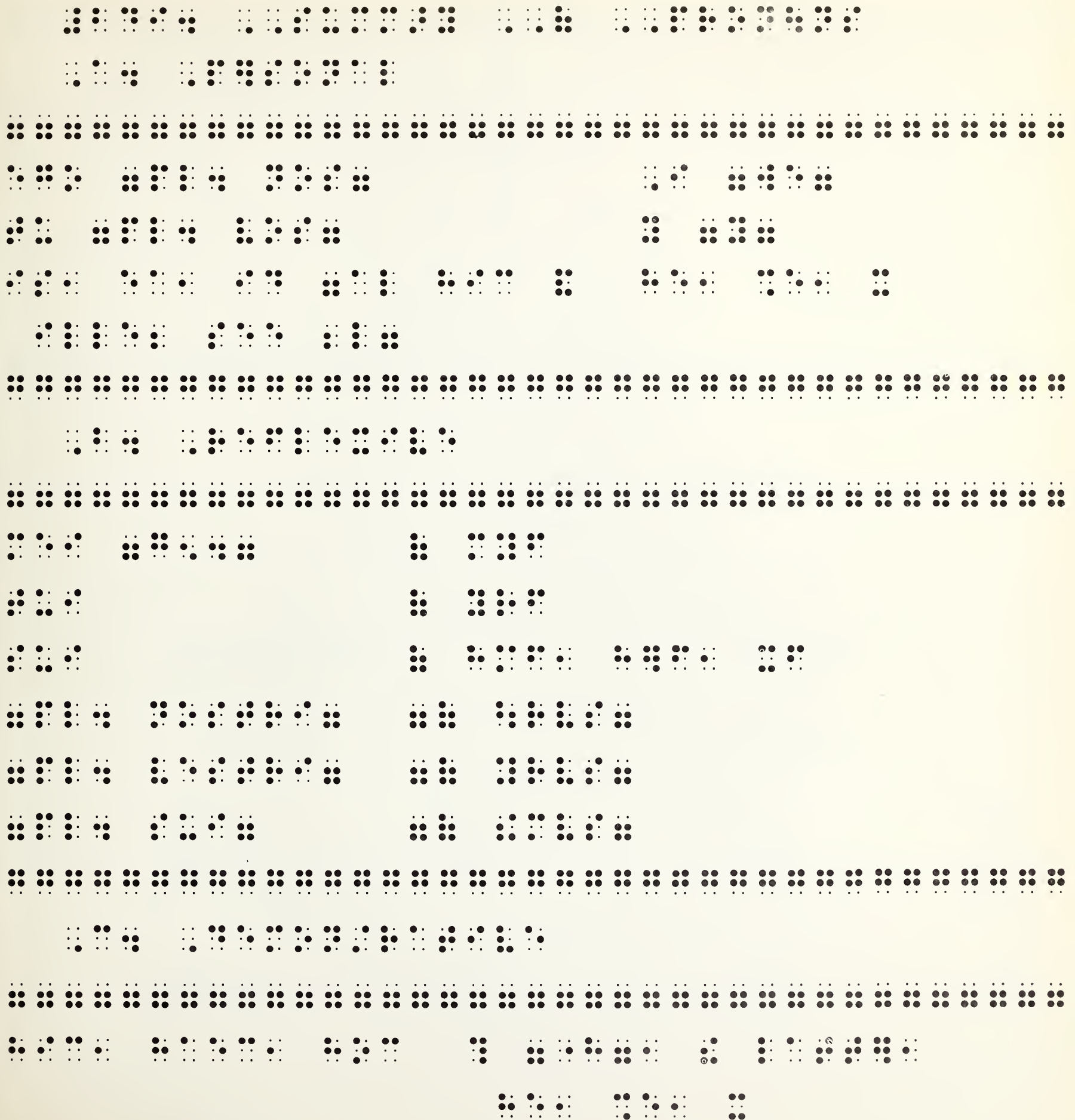
B. Reflexive

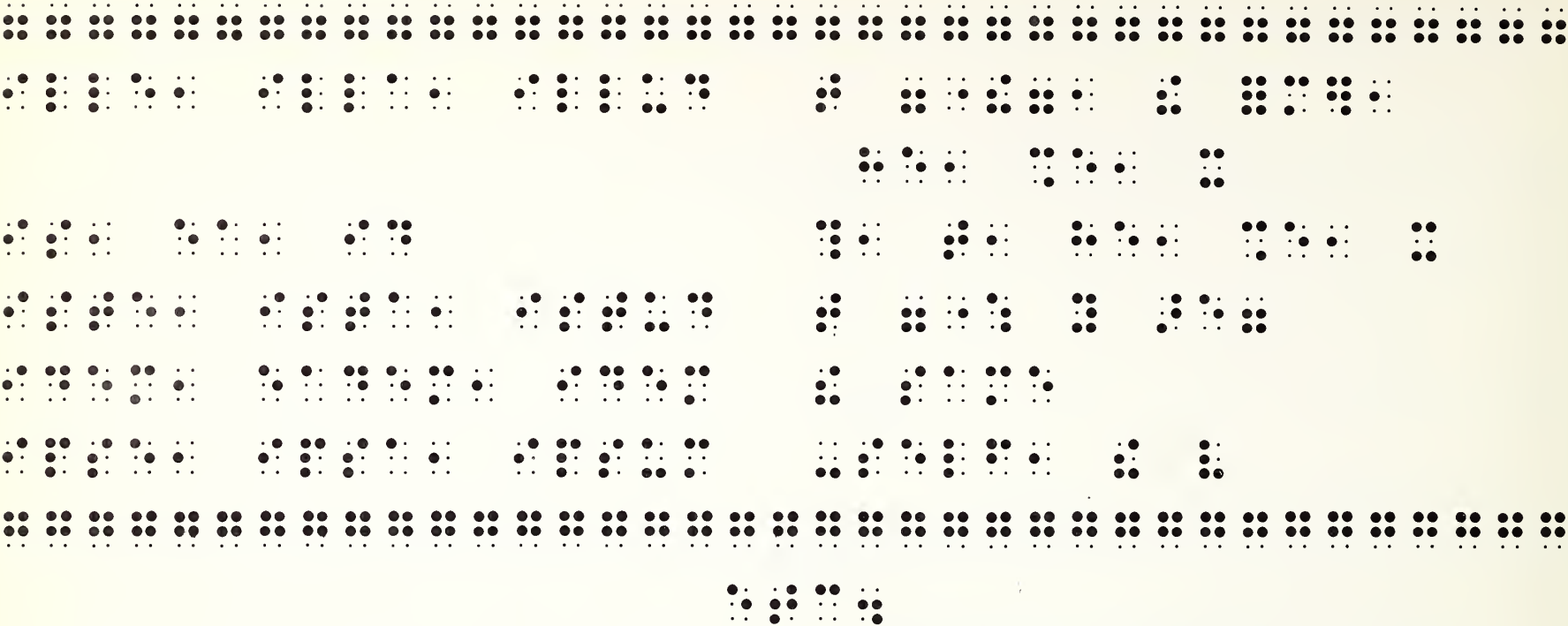
mei (<i>gen.</i>)	(<i>pl. nostri</i>)	of myself	(of ourselves)
tui	(<i>pl. vestri</i>)	of yourself	(of yourselves)
sui	(<i>pl. sui</i>)	of himself, herself, itself	(of themselves)

C. Demonstrative

hic, haec, hoc	this (here), the latter, he, she, it
ille, illa, illud	that (there), the former, he, she, it
is, ea, id	this, that, he, she, it
iste, ista, istud	that (where you are)
idem, eadem, idem	the same
ipse, ipsa, ipsum	-self, the very

etc.





Example #3

Conjugation of TO TAKE

PRINCIPAL PARTS

Present: take
Past: took

Present Participle: taking
Past Participle: taken

INDICATIVE MOOD

Active Voice

Passive Voice

Present Tense

Singular	Plural
1. I take	we take
2. you take	you take
3. he, she, it takes	they take

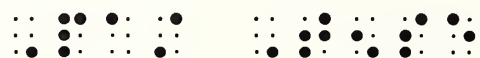
Singular	Plural
I <i>am</i> taken	we <i>are</i> taken
you <i>are</i> taken	you <i>are</i> taken
he <i>is</i> taken	they <i>are</i> taken

Past Tense

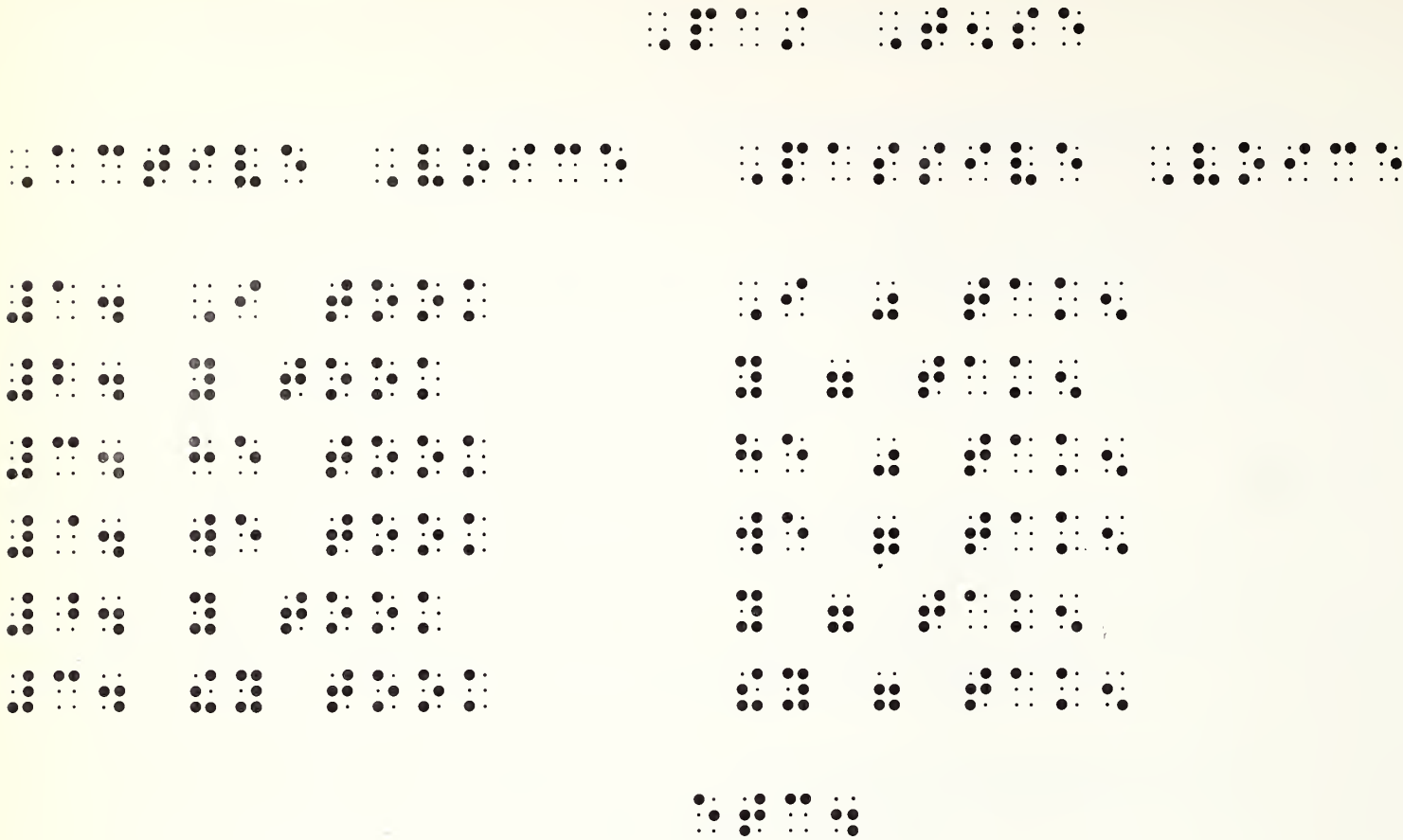
1. I took	we took
2. you took	you took
3. he took	they took

I <i>was</i> taken	we <i>were</i> taken
you <i>were</i> taken	you <i>were</i> taken
he <i>was</i> taken	they <i>were</i> taken

etc.



Example #3b



Example #4

ADJECTIVES AND ADVERBS

First and Second Declensions

	Singular			Plural		
	M.	F.	N.	M.	F.	N.
Nom.	magnus	magna	magnum	magni	magnae	magna
Gen.	magni	magnae	magni	magnorum	magnarum	magnorum
Dat.	magno	magnae	magno	magnis	magnis	magnis
Acc.	magnum	magnam	magnum	magnos	magnas	magna
Abl.	magno	magna	magno	magnis	magnis	magnis
(Voc.)	(magne)					

APPENDIX D—GLOSSARIES; DICTIONARIES; DICTIONARY HELPS

§1. Glossaries: It will be found that the manner of presentation and the material included in glossaries will vary at different grade levels and in accordance with the design of the author. The following rules should be used as guide lines.

a. Entry Words should start at the margin and be written in contracted braille without showing stress marks or syllable divisions. Bold-face type should be ignored. If the entry word shows syllabication and/or stress, or if it contains braille contractions, the word should be rewritten in full spelling, showing any syllable divisions and stress marks. The pronunciation shown should be followed (see Rule XX). **Ex:**

For Diacritics

jus/tice (jŭs/tīs)

just (jʊst)   

jut (jŭt)                           

For Merriam-Webster Pronunciations

jus•tice \ ˈjəs-təs \

just \jəst\ .• •• •• •• •• •• •• •• •• •• •• •• ••

 •• •• •• •• •• •• •• •• •• •• •• •• ••

jut \ ˈjət \

- (1) The definition should start on the same line if space permits, and all runovers should start in cell 3. If the definition begins on a new braille line, it should also start in cell 3.

- (2) Lines should not be skipped between entries.

b. The Pronunciation Code, (including syllable divisions and stress marks) employed in the ink-print copy should be followed, if a braille code is available to represent it (see Rule XX, pages 47-56).

c. Tables of Pronunciation should follow the ink-print copy, using the appropriate braille pronunciation code. However, it will be necessary in most cases to edit the copy for intelligible presentation in braille. Examples #2-4 below will give guide lines as to format and wording. In all cases, boldface or italic type used to set off letters and letter sounds should be ignored. Note that a line should be skipped before and after the table, and that any boxing or other lines present in the ink-print copy should be omitted in braille. Runovers of explanations of signs should be indented one braille cell beyond the beginning of the explanation.

- (1) Tables of pronunciation should appear only before the glossary or at the beginning of the volume in which symbols of pronunciation are used. If a table of pronunciation is given before a glossary, and summary tables are shown also at the top or bottom of ink-print pages, the summary tables should be omitted. If no table of pronunciation is included in ink print, a list of only those symbols of pronunciation of the code employed in the glossary should be inserted before writing the glossary proper. If the only table of pronuncia-

tion given is a summary table at the top or bottom of each ink-print page, insert this table, in the format shown in Example #1, before beginning the glossary proper, but do not repeat it from page to page.

(2) Do not repeat the table of pronunciation before the glossary if it has been inserted at the front of a volume containing both text and glossary. However, a note should be inserted at the beginning of the glossary referring to the page location of the table at the beginning of the volume.

(3) When a letter and its pronunciation symbol appear alone in descriptive material in keys, the letter should be preceded by the appropriate pronunciation indicator, and the letter sign should be omitted. Letters without pronunciation symbols listed in the column of key symbols should not be preceded by the letter sign.

EXAMPLES

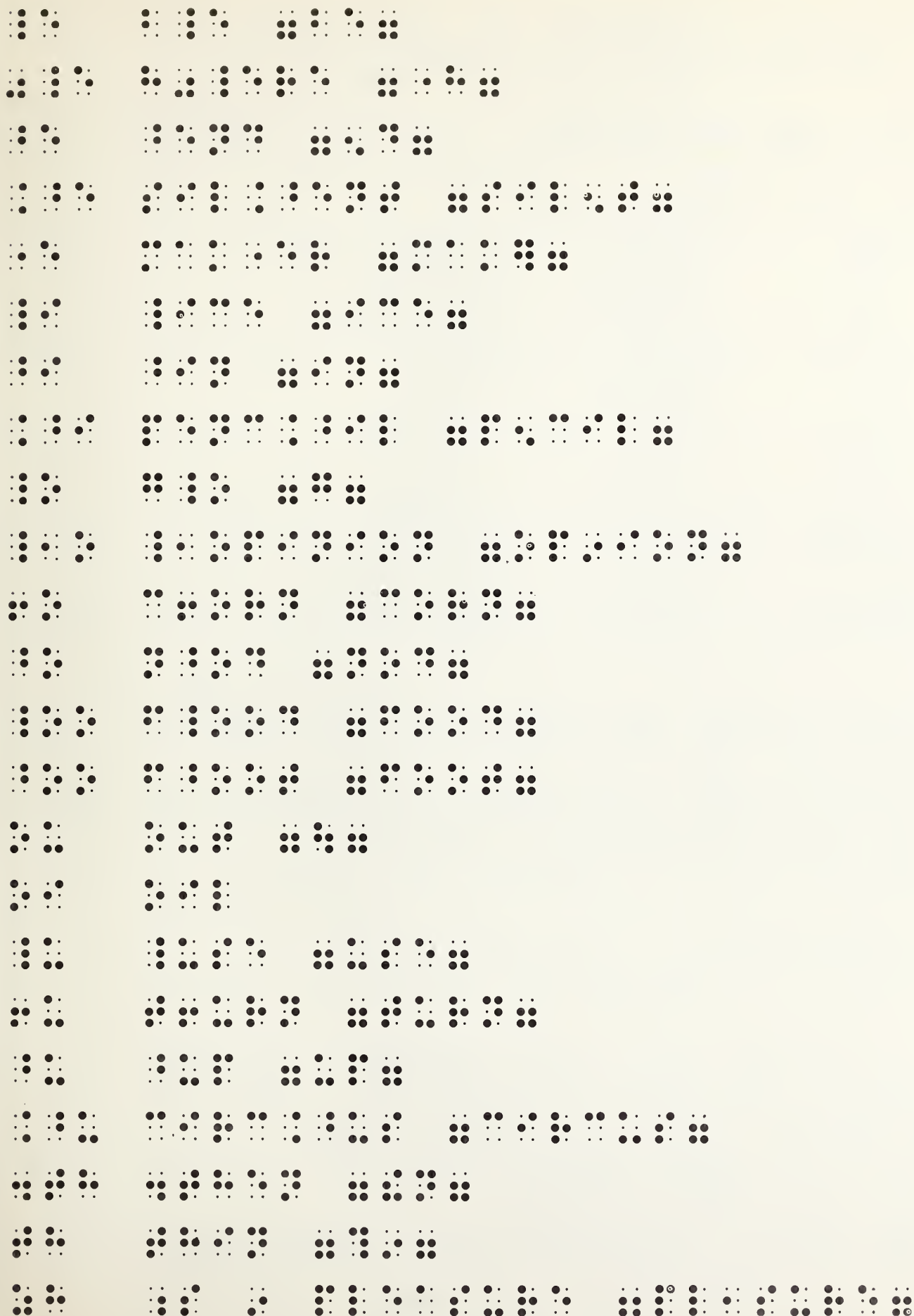
The following examples of tables of pronunciation should be used as guide lines for format and usage, and will need to be adapted to the ink-print copy involved.

Example #1

Identifications Available Only From Summary Table at Bottom of Ink-print Page (Diacritic Code)

āte, cāre, ādd, ārm, ābout; bē, hēre, ěnd, silēnt, makē: īce, īn, pencīl; gō, ōpinion,
cōrn, nōd; fōod, fōot; out, oil; ūse, tūrn, ūp, circūs; then, thin; zh = s in pleasure.

āte, cāre, ādd, ārm, ābout; bē, hēre, ěnd, silēnt, makē: īce, īn, pencīl; gō, ōpinion,
cōrn, nōd; fōod, fōot; out, oil; ūse, tūrn, ūp, circūs; then, thin; zh = s in pleasure.



Example #2

Full Table of Pronunciation Presented in Ink Print
(Diacritic Code)

SPELLING DICTIONARY

Key to Vowel and Consonant Sounds					
ā	āge, māke	ī	hīm, ĭt	sh	show, wish
â	vâcation	ĩ	pencil, cabĭn	t	time, hit
à	câre, compâre	j	jump, enjoy	th	three, with
ă	băd, hăt	k	kind, make	th̃	th̃is, mother
ǎ	ǎnother, ǎccept	l	like, feel	tû	pictûre, natûre
ä	ärm, cär	m	my, came	û	ûse, pûre
á	páss, ásk	n	not, sun	û	ûnited
â	âbout, sofâ	ng	thing, song	û	bûrn, fûr
b	bat, rob	ō	göld, hōpe	Û	hÛt, Ûp
ch	chair, much	ô	ôbey, ômit	ÿ	circÿs, ÿntil
d	did, bed	ô	bôrn, ôr	v	very, velvet
ē	ēven, mē	ô	clôth, sôft	w	want, will
ē	hēre, fēar	ö	föx, löt	x	box
ê	dêcide, êleven	ö	cönnect, lemön	y	yet, beyond
ě	ěnd, lět	oi	oil, boil	z	zoo, graze
ě	givĕn, takĕn	ōō	cōol, fōod	zh	measure, usual
ē	makĕr, latĕr	ōō	cōök, fōöt	ə (schwa)	In some dic-
f	fit, if	ou	our, found		tionaries, the <i>schwa</i> is
g	got, begin	p	pet, nap		used for <i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> , and <i>u</i>
h	home, hot	r	run, farmer		in syllables that are not
ī	bīte, nīce	s	sit, yes		accented.

ā āge, māke ī hīm, ĭt sh show, wish

â vâcation ĩ pencil, cabĭn t time, hit

à câre, compâre j jump, enjoy th three, with

ă băd, hăt l like, feel tû pictûre, natûre

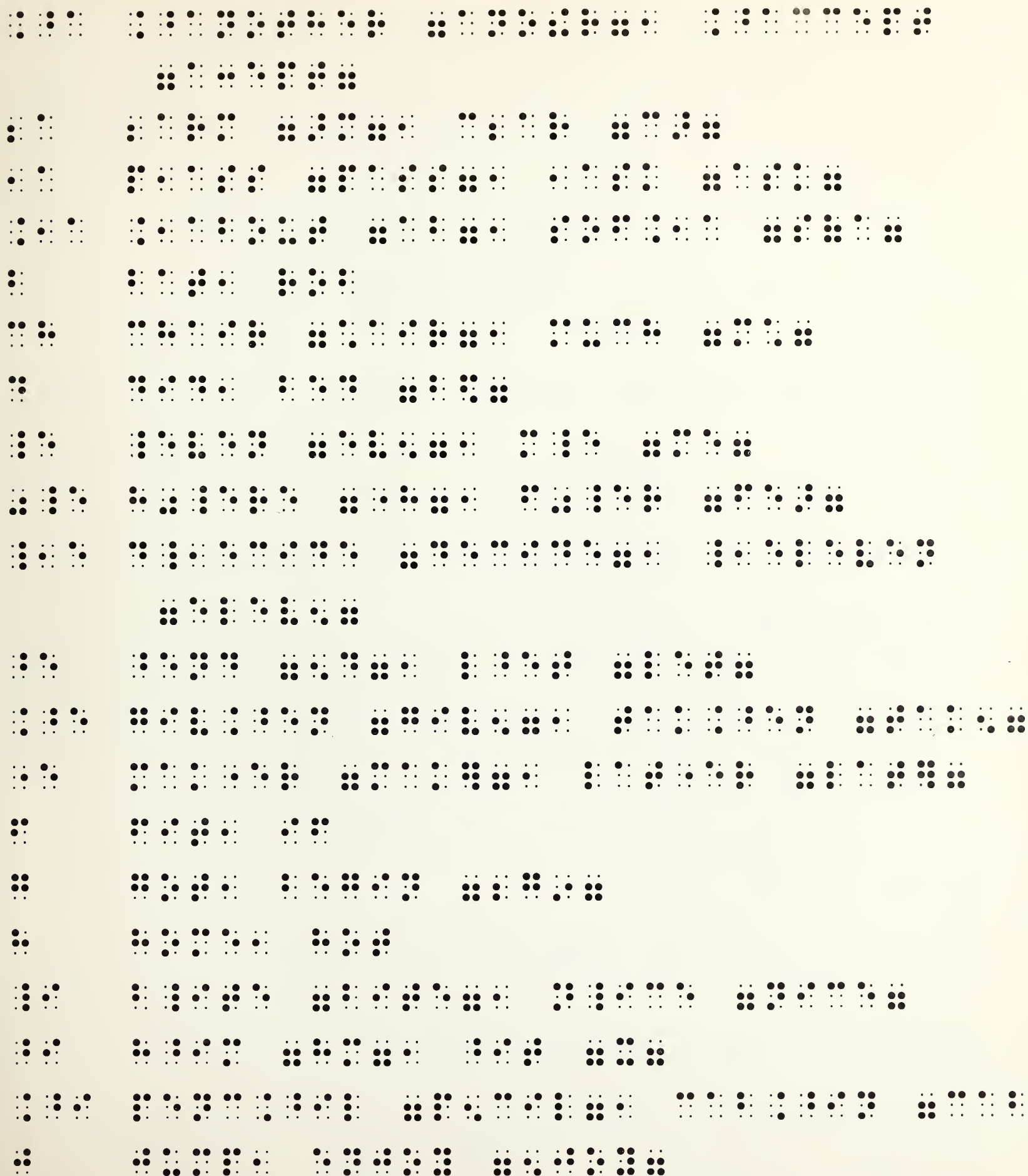
ä ärm, cär m my, came û ûse, pûre

á páss, ásk n not, sun û ûnited

â âbout, sofâ ō göld, hōpe Û hÛt, Ûp

b bat, rob ô ôbey, ômit ÿ circÿs, ÿntil

ch chair, much ô bôrn, ôr v very, velvet



<	

Example #3

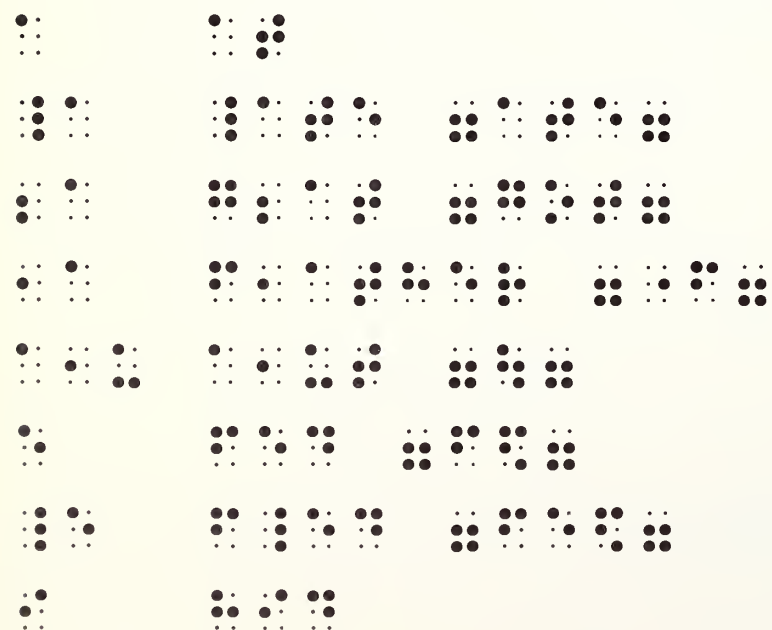
Full Table of Pronunciation Presented in Ink Print

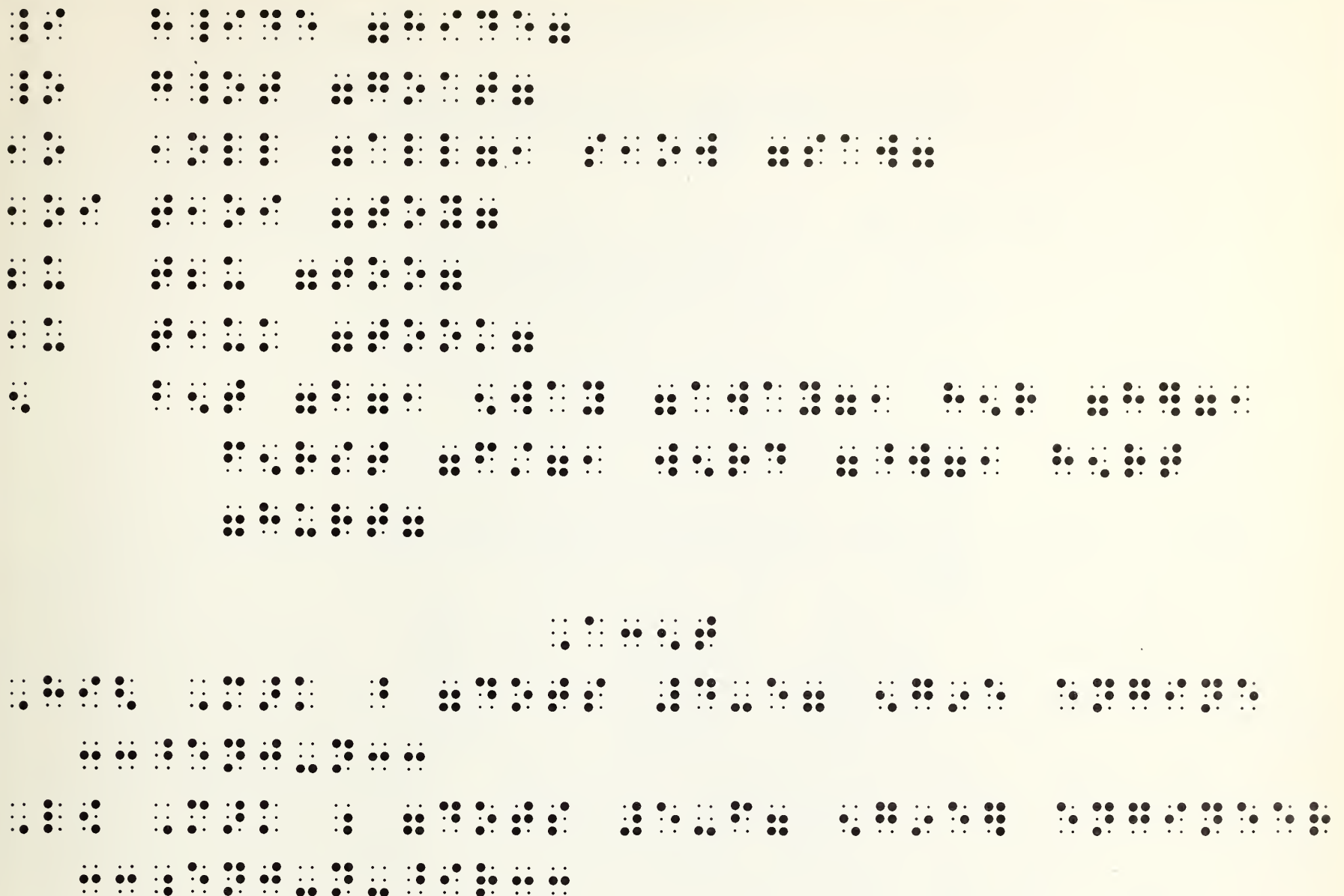
Key to Sounds

The key to sounds and the words in the lists below are by permission.
From *Webster's Elementary Dictionary*, copyright 1956, 1959, and
1961 by G. & C. Merriam Co.

CONSONANTS		VOWELS	
b	big	a	at
ch	chest	ā	ate
d	dog, add	ä	got
f	fish, off	à	father
g	gay, egg	au	out
h	hay	e	fed
j	joke, giant	ē	feed
k	keep, cake	i	hid
l	let, all	ī	hide
m	mat, hammer	ō	goat
n	net, funny	ò	all, saw
ng	sing	oi	toy
p	pay, apple	ü	too
r	ray, purr	ù	took
s	say, city, miss	ə	but, away
sh	she		her, first
t	tin, letter		word, hurt
th	thin	ACCENT	
th	those		
v	vest	High mark ' engine \'enj-n\ Low mark , engineer \,enj-n-'ir\ 	
w	west		
y	yes		
z	zoo		
zh	usual		

(See pages 113-115, for braille format.)





Example #4

Full Table of Pronunciation Presented in Ink Print, with
Explanatory Notes Which Must Be Edited for Braille
(Diacritic Code)

GLOSSARY

The glossary gives 366 selected words appearing in *The Brave and Free*. The meaning of each word is explained in a definition which fits the way it is used on the page given. In this glossary, as in a dictionary, there are guide words at the top of each page. The word at the left top is the first word listed on that page, and the word at the right top is the last word listed on the same page. The words in the list are divided into syllables and the accents are marked. A heavy mark ' is placed after a syllable with a primary or strong accent. A lighter mark ' is placed after a syllable with a secondary or lighter accent. The pronunciation is given in parentheses after each word. Diacritical marks are used with some of the letters in the pronunciation of a word. These marks tell the sounds the letters have in the word. The list below and the words at the bottom of the right-hand pages show which sound of a letter each diacritical mark means.

ā as in āte	ē as in bē	ō as in hōpe
ǎ as in ǎm	ě as in mět	ǒ as in hǒt
â as in câre	ĕ as in hĕre	ô as in lôrd
à as in àsk	ẽ as in makẽr	ū as in ūse
á as in ábout	ī as in bīte	ŭ as in ŭp
ä as in fär	ĩ as in bĩt	û as in bûrn

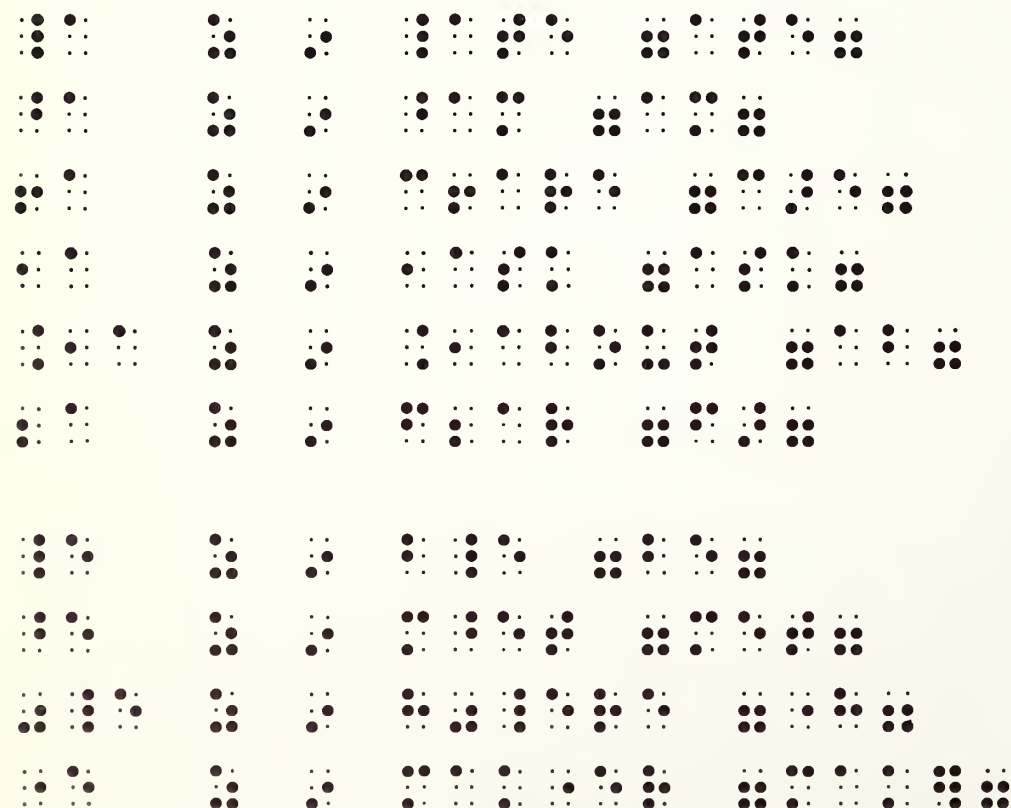
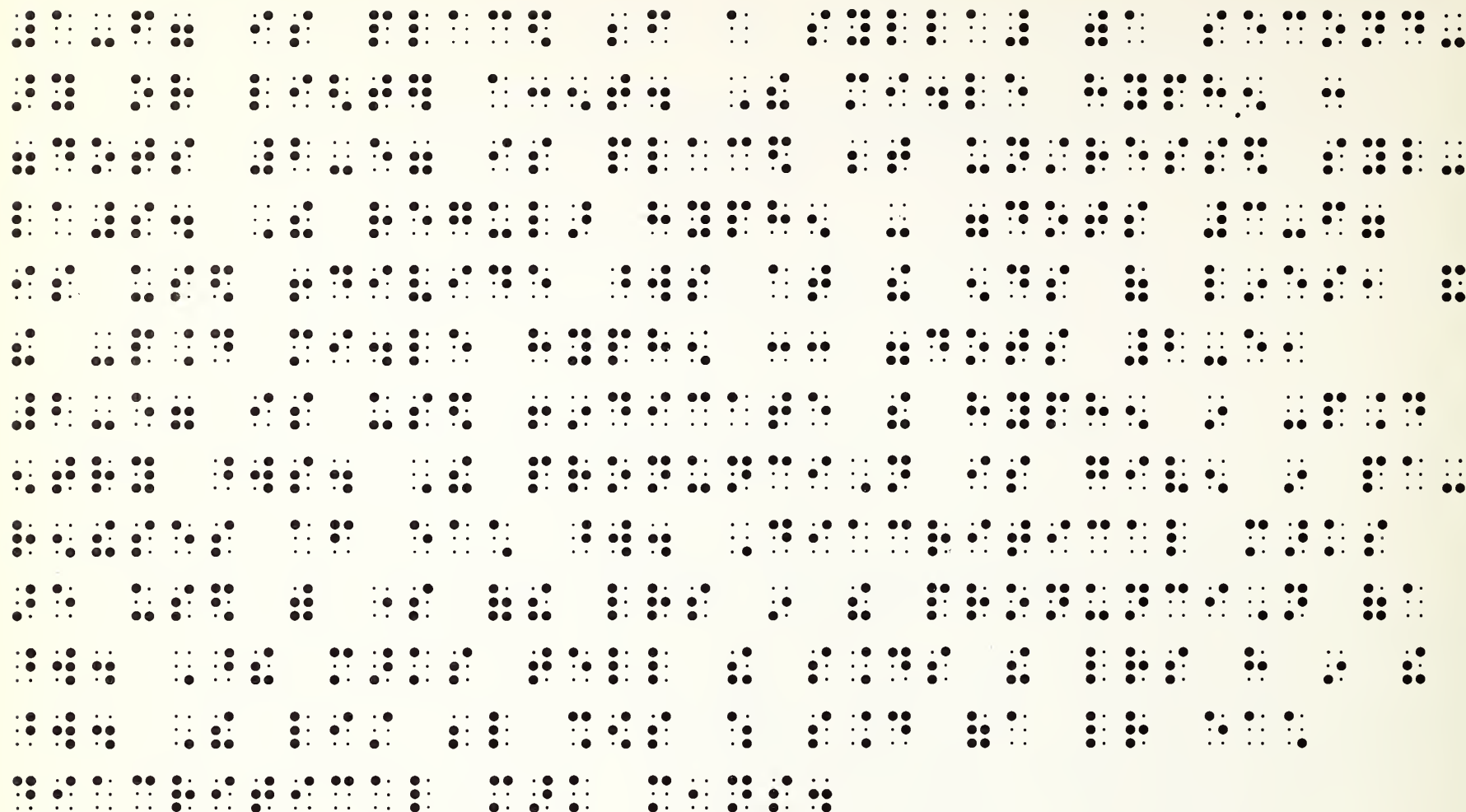
th as in thin	.ōō as in fōōd
th as in then	ōō as in fōōt
tū as in pictūre	ou as in out

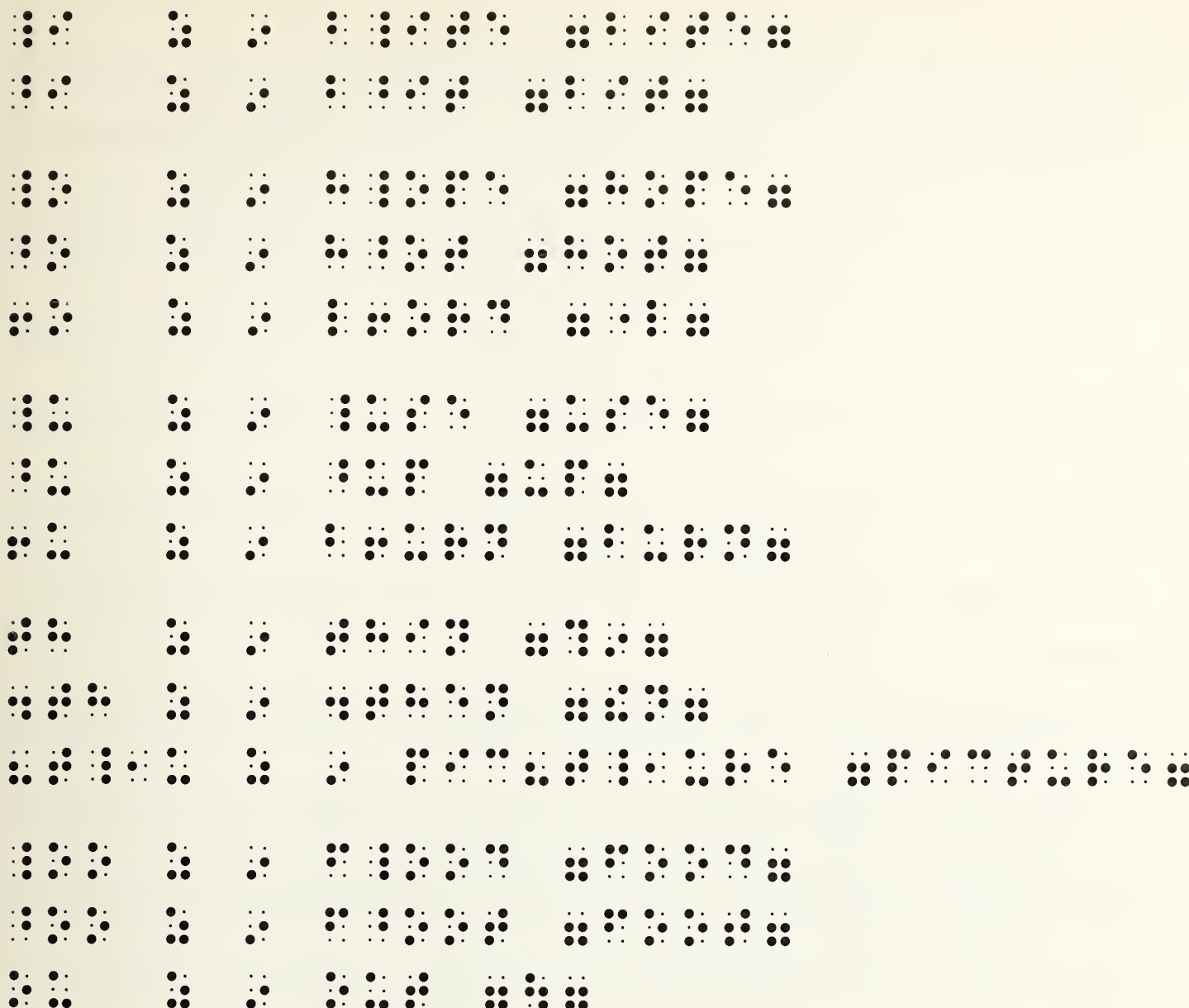
•

(See pages 117-119, for braille format, including change of wording for explanatory paragraph.)

The image displays a collection of 50 small 3x3 dot patterns, each representing a unique 3x3 magic square. These patterns are organized into five rows and ten columns. Each pattern consists of nine dots arranged in a 3x3 grid, with some dots highlighted in black to form the magic square's structure. The patterns illustrate the various ways numbers can be arranged to satisfy the magic square properties, such as equal row, column, and diagonal sums.

The image displays a 12x12 grid of 144 small square tiles. Each tile contains a unique arrangement of black dots. The dots are arranged in patterns that resemble binary code (0s and 1s) or a stylized representation of a 12x12 grid of dots. The patterns vary significantly across the grid, suggesting a complex, non-random arrangement. The dots are arranged in patterns that resemble binary code (0s and 1s) or a stylized representation of a 12x12 grid of dots. The patterns vary significantly across the grid, suggesting a complex, non-random arrangement.





d. If alphabetical divisions are set off by centered capital letters of the alphabet, they should be set off in braille, omitting the letter sign, with no lines skipped before or after each centered capital letter.

e. **Italics and Other Changes of Type** should be used only when they appear in pronunciation or when they are required to show emphasis or distinction in definitions. Abbreviations for parts of speech, etc., should not be italicized, and a period should be inserted in braille even if not present in ink print.

f. **Inclusive Guide Words:**

(1) **Inclusive Guide Words for Each Ink-print Page** should be inserted on the first line of each new ink-print page. They should be centered on the braille line and connected by a dash. At least three blank cells should be left before the first guide word and after the last. If the ink-print guide words should start a new braille page, at least three clear spaces should be left before the ink-print page number. Do not skip lines after ink-print guide words.

(2) **Inclusive Braille-page Guide Words**, connected by a dash, should be centered on the last line of the page. No fewer than three braille cells should be left before the first guide word, nor fewer than three blank cells between the last guide word and the running braille page number. These braille-page guide words should consist of the first new (not runover) entry word and the last new entry word of the braille page. (In press-brailled books, which are printed on both sides of the page, the inclusive braille-page guide words should include the first new (not runover) entry word on the left-hand page and the last new entry word on the right-hand page.) No lines should be skipped between the last line of text and the guide words.

g. Illustrations and Captions:

(1) **Pictures and Line Drawings** should not be reproduced unless they consist of *two-dimensional* diagrams or charts which add to the information in the definitions.

(2) **Picture Captions** should also be omitted, unless they contain information not found in the definition. Extra information in captions should be edited and incorporated into the wording of the definition.

§2. Dictionaries: In the embossing of dictionaries, all of the rules set forth in §1 above—with the exception of §1c(2) and §1f(1)—should be followed. The transcriber should also refer to the braille symbols and rules of usage for the pronunciation code used in the particular dictionary being embossed (see Rule XX). Additionally, the following procedures should be observed:

a. Sub-entry Words: Unlike the usual glossary, dictionaries usually include numerous derivatives (run-on entries), synonyms and antonyms, etc., as sub-entries in the paragraphs of definition. These should be inserted as follows:

(1) **Derivatives (Run-on Entries)**, which appear in ink print in the same special type, usually boldface, as the main entry words, should start on a new braille line, beginning in cell 5, with all runovers beginning in cell 3. If dashes appear before these words in ink print, they should be omitted in braille.

(2) **Synonyms and Antonyms**, etc., should also start on a new braille line, beginning in cell 5, with all runovers starting in cell 3. Even if synonyms, etc., do not begin a new line in ink print, they should do so in braille. Boldface type, small capital letters, italics, etc., should be ignored, except in the definitions where they are used for emphasis or distinction.

b. Derivations (Etymologies): Unlike glossaries, dictionaries usually include the derivation of entry words, following the pronunciation. Copy should be followed, including the use of italics.

c. Tables of Pronunciation:

(1) A table of pronunciation for the pronunciation code used in the ink-print edition (see Rule XX) should be included in the preliminary pages of each braille volume of a dictionary. Do not include summary tables of pronunciation often found at the top or bottom of individual ink-print pages.

(2) Most ink-print dictionaries include an extensive section on pronunciation at the beginning of the book. This material should be presented in a separate volume or volumes, preferably before starting the main part of the dictionary itself.

d. Abbreviations: The list of abbreviations employed in the dictionary, usually appearing in ink print before the main section, should be listed in the special preliminary braille volume or volumes. If these abbreviations include italics, they should be omitted in accordance with §1e above. Periods should be inserted following such abbreviations, even if they are not present in ink print.

e. Italics and Other Changes of Type: In addition to the directions in §1e above, do not use italics when writing bold-face numbers and letters which introduce numbered and lettered definitions. Periods should be inserted following such numbers or letters, even if they are not present in ink print.

f. Inclusive Guide Words should be included at the bottom of each braille page for the *braille entry words* on that page only (see §1f(2) above). The guide words for the ink-print pages should be omitted.

g. Ink-print Page Numbers should be omitted in all full-length dictionaries. However, in a glossary or small dictionary appearing at the back of a textbook, the ink-print page numbers should be included.

h. Inclusive Sequences of Letters contained in a particular volume should be included on the title page, on the same line with the volume number. They must also be included on the spine title, in both inkprint and braille. These inclusive letters should be connected by a hyphen, and braille contractions should not be used. **Ex:**

a-als
alt-arte
arter-basi

§3. Dictionary Helps which appear in textbooks should be presented in the following form:

a. Entry and/or root words should begin at the margin, followed on the same line by the definition. All runovers should start in cell 3. All supplementary explanatory material should be blocked, beginning in cell 5.

b. Arrows, boxing, etc., should be ignored.

APPENDIX E—FOREIGN LANGUAGES

Note to Transcribers: In addition to the materials in this appendix, particular reference should also be made to the following:

Rule II, Sec. 9 (List of special braille symbols)

Rule II, Sec. 10 (Transcriber's notes)

Rule IV, Sec. 14c (Italicized, capitalized letters or groups of letters within a word)

Rule VI, Footnotes (Entire rule)

Rule VIII, (Numbered lines in ink-print texts)

Rule X, Sec. 28b (Lines representing omitted parts of words)

Rule XI, Sec. 30 (Spatial braces)

Rule XII, Sec. 32 (Columned material)

Rule XIV, Sec. 34 (Outlines)

Rule XV, Sec. 35g (Numbered items in tests, drills, etc.)

Appendix B, Sec. 2 (Conjugations, declensions, etc.)

Appendix C.

§1. Tables of Foreign Alphabets, Accented Letters, Punctuation, and Other Special Signs:

a. French:

(1) **Alphabet:** (Same as for English.)

(2) **Accented Letters:**

Sign	Letter	Sign	Letter
⠠⠠⠠	ç cedilla	⠠⠠⠠⠠	ô circumflex
⠠⠠⠠⠠	é acute	⠠⠠⠠⠠⠠	û circumflex
⠠⠠⠠⠠⠠	à grave	⠠⠠⠠⠠⠠⠠	ë with diaeresis
⠠⠠⠠⠠⠠⠠	è grave	⠠⠠⠠⠠⠠⠠⠠	ï with diaeresis
⠠⠠⠠⠠⠠⠠⠠	ù grave	⠠⠠⠠⠠⠠⠠⠠⠠	ü with diaeresis
⠠⠠⠠⠠⠠⠠⠠⠠	â circumflex	⠠⠠⠠⠠⠠⠠⠠⠠⠠	æ diphthong
⠠⠠⠠⠠⠠⠠⠠⠠⠠	ê circumflex	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	œ diphthong
⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	î circumflex		

(3) **Punctuation Signs:** (Same as for English.)

b. German:

(1) **Alphabet:**

Sign	German Letters	English Transliteration	Sign	German Letters	English Transliteration
⠠⠠⠠⠠	Ä ä	a	⠠⠠⠠⠠⠠	Ê ê	e
⠠⠠⠠⠠⠠	ß b	b	⠠⠠⠠⠠⠠⠠	Ë ë	f
⠠⠠⠠⠠⠠⠠	Ç ç	c	⠠⠠⠠⠠⠠⠠⠠	Ğ ğ	g
⠠⠠⠠⠠⠠⠠⠠	Ð ð	d	⠠⠠⠠⠠⠠⠠⠠⠠	Ĥ ĥ	h

Sign	German Letters	English Transliteration	Sign	German Letters	English Transliteration
⠠	ÿ i	i	⠠	ſ s	s
⠡	ÿ j	j	⠠⠠	ß	ss
⠢	ſ k	k	⠠	ſ t	t
⠣	ſ l	l	⠠	u u	u
⠤	ſ m	m	⠠	ſ v	v
⠥	ſ n	n	⠠	ſ w	w
⠦	o o	o	⠠	ſ x	x
⠧	ſ p	p	⠠	ſ y	y
⠨	o q	q	⠠	ſ z	z
⠩	ſ r	r			

(2) Accented Letters:

Sign	German Letters	English Transliteration	Sign	German Letters	English Transliteration
⠠	ü ü	ü modified	⠠	ä ä	ä modified
⠡	ö ö	ö modified			

(3) Punctuation: (Same as for English.)

c. Greek:

(1) Alphabet:

Sign	Greek Letters	English Transliteration	Sign	Greek Letters	English Transliteration
⠠	A a alpha	a	⠠	E ε epsilon	e
⠡	B β beta	b	⠠	Z ζ zeta	z
⠢	Γ γ gamma	g	⠠	H η eta	ē
⠣	Δ δ delta	d	⠠	Θ θ theta	th

Sign	Greek Letters	English Transliteration	Sign	Greek Letters	English Transliteration
⠠	I ι iota	i	⠠	P ρ rho	r, rh
⠠	K κ kappa	k	⠠	Σ σ or ς sigma	s
⠠	Λ λ lambda	l	⠠	T τ tau	t
⠠	M μ mu	m	⠠	Υ υ upsilon	y, u
⠠	N ν nu	n	⠠	Φ φ phi	ph, f
⠠	Ξ ξ xi	x	⠠	Χ χ chi	ch, k
⠠	Ο ο omicron	o	⠠	Ψ ψ psi	ps
⠠	Π π pi	p	⠠	Ω ω omega	ō

(2) Accented Vowels:

		Acute	Grave	Circumflex
alpha	Α α	⠠	⠠	⠠
epsilon	Ε ε	⠠	⠠	
eta	Η η	⠠	⠠	⠠
iota	Ι ι	⠠	⠠	⠠
omicron	Ο ο	⠠	⠠	
upsilon	Υ υ	⠠	⠠	⠠
omega	Ω ω	⠠	⠠	⠠

(3) Punctuation: (Same as for English.)

(4) Other Special Signs:

Sign	Meaning	Sign	Meaning
⠠	Iota subscription ,	⠠	Chief stress sign
⠠	Spiritus asper (rough breathing) ' ,	⠠	Secondary stress sign
⠠	Spiritus lenis ' ,	⠠	Sign for long vowel (macron, —)
⠠	Question mark (written in print as a semicolon) ;	⠠	Sign for short vowel (breve, ˇ)

d. Hebrew:

(1) International Alphabet*:

Sign	Hebrew Letters	Meaning	Sign	Hebrew Letters	Meaning
⠠	א	alef	⠠	מ	mem
⠠	ב	bet	⠠	נ	nun
⠠	ב	vet	⠠	ס	sameh
⠠	ג	gimmel	⠠	ע	ayin
⠠	ד	dalet	⠠	פ	pé
⠠	ה	hé	⠠	צ	fé
⠠	ו	vav	⠠	צ	tsade
⠠	ז	zayin	⠠	ק	qof
⠠	ח	het	⠠	ר	resh
⠠	ט	tet	⠠	ש	shin
⠠	י	yod	⠠	ס	sin
⠠	כ	kaf	⠠	ת	tav
⠠	כ	haf	⠠	ת	sav
⠠	ל	lamed			

*Taken from WORLD BRAILLE USAGE, by Sir Clutha Mackenzie. AFOB, 1954.

Sign	Hebrew Letters	Meaning	Sign	Hebrew Letters	Meaning
⠠⠠⠠	ק	qamats	⠠⠠⠠	ק	hireq
⠠⠠⠠⠠	ק־	hataf-qamats	⠠⠠⠠⠠	ק־	hireq-yod
⠠⠠⠠	פֿ	patah	⠠⠠⠠	פֿ	holom
⠠⠠⠠⠠	פֿ־	hataf-patah	⠠⠠⠠⠠	פֿ־	holom-vav
⠠⠠⠠	סֿ	tsere	⠠⠠⠠	סֿ	qubbutz
⠠⠠⠠⠠	סֿ־	tsere-yod	⠠⠠⠠⠠	סֿ־	shureq
⠠⠠⠠	סֿ	segol	⠠⠠⠠	שׁ	sh'va
⠠⠠⠠⠠	סֿ־	hataf-segol			

(2) **Punctuation:** (Same as for English.)

(3) Contrary to ink-print usage, Hebrew should be written in braille reading from left to right.

e. Italian:

(1) **Alphabet:** (Same as for English.)

(2) **Accented Letters:**

Sign	Letter	Sign	Letter
⠠⠠⠠	à grave	⠠⠠⠠	â circumflex
⠠⠠⠠	è grave	⠠⠠⠠	ê circumflex
⠠⠠⠠	ì grave	⠠⠠⠠	î circumflex
⠠⠠⠠	ò grave	⠠⠠⠠	ô circumflex
⠠⠠⠠	ù grave	⠠⠠⠠	û circumflex

(3) **Punctuation:** (Same as for English.)

f. Latin:

(1) **Alphabet:** (Same as for English.)

(2) Diphthongs and Vowel Signs:

Sign	Diphthong	Sign	Vowel Sign
	æ diphthong		Long vowel sign —
	œ diphthong		Short vowel sign ˇ

(a) The diphthongs may also be used when the letters are written separately, but they should be avoided with a diaeresis, even if the diaeresis is not printed. Ex:

poeta

(b) The vowel signs should precede the individual letters affected. Ex:

věnitě

(3) Punctuation: (Same as for English.)

g. Russian:

(1) Alphabet and Other Signs*:

Sign	Russian Character	English Translit-eration	Sign	Russian Character	English Translit-eration
	А а	a		И и	i
	Б б	b		К к	k
	В в	v		Л л	l
	Г г	g		М м	m
	Д д	d		Н н	n
	Е е	e as in "yEs"		О о	o
	Ё ё	yo		П п	p
	Ж ж	j (French j)		Р р	r
	З з	z		С с	s

*Taken from WORLD BRAILLE USAGE, by Sir Clutha Mackenzie. AFOB, 1954.

Sign	Russian Character	English Transliteration	Sign	Russian Character	English Transliteration
⠠	Т т	t	⠠	Ә ә	e as in "mEt"
⠠	У у	u	⠠	Ю ю	you
⠠	Ф ф	f	⠠	Я я	ya
⠠	Х х	ch as in "loCH"	⠠	Ы ы	y as in "rhYthm"
⠠	Ц ц	ts	⠠	Й й	I (never after a consonant)
⠠	Ч ч	ch as in "CHurCH"	⠠	Ъ ъ	(showing hard or non-palatal pronunciation of preceding consonant)
⠠	Ш ш	s as in "sure"	⠠	Ь ь	(no value of its own; palatalizes preceding consonant)
⠠	Щ щ	shch			

(2) Punctuation: (Same as for English.)

h. Spanish:

(1) Alphabet: (Same as for English.)

(2) Accented Letters:

Sign	Letter	Sign	Letter
⠠	á acute	⠠	ú acute
⠠	é acute	⠠	ñ with tilde
⠠	í acute	⠠	ü with diaeresis
⠠	ó acute		

(3) Punctuation Signs:

(a) These are the same as for English, with the following exceptions:

Sign	Meaning	Sign	Meaning
⠠	¿ ? (to be placed before and at the end of sentence or word)	⠠	— Opening conversation sign
⠠	¡ ! (to be placed before and at the end of sentence or word)	⠠	— Closing conversation sign

(b) The opening and closing conversation signs are to be used where dashes appear in ink-print copy to indicate opening and closing of conversation. They should be written without a space between them and the first or ending word of conversation. In braille, the Spanish conversation signs should be used in the same manner as quotation marks, a space being left before the opening conversation sign and after the closing conversation sign where they appear in the body of a paragraph.

i. The following words should be substituted for the mathematical signs of operation found in French, German, Italian, Portuguese, and Spanish non-mathematical texts:

French

$+$ (plus) plus	$\times$ (times) fois
$-$ (minus) moins	$=$ (equals) égal
$\div$ (divided by) divisé par	

German

$+$ (plus) und	$\times$ (times) mal
$-$ (minus) weniger	$=$ (equals) ist (only 2 numbers being added) sind (more than 2 numbers being added)
$\div$ (divided by) geteilt durch	

Italian

$+$ (plus) più <i>or</i> più	$\times$ (times) per
$-$ (minus) meno	$=$ (equals) uguale <i>or</i> fa
$\div$ (divided by) diviso (diviso per)	

Portuguese

$+$ (plus) mais	$\times$ (times) por
$-$ (minus) menos	$=$ (equals) igual
$\div$ (divided by) dividido	

Spanish

$+$ (plus) mas	$\times$ (times) por
$-$ (minus) menos	$=$ (equals) igual es igual a (1 or 0) son igual a (2 or more)
$\div$ (divided by) dividido por (divided into) dividido entre	

§2. General Format:

a. All foreign words should be written in uncontracted braille. If an entire text is in a foreign language, the special accented

letters should be used. In the embossing of all foreign-language books, a complete list of the special symbols for the language should be presented in the front of each volume.

b. In foreign-language textbooks containing both English and foreign-language passages, the special foreign-accented letters should always be used in all foreign words or passages. In such instances, the English braille punctuation and composition signs should be used, except in Spanish which requires certain special forms.

c. Italics, change of type, underscoring, etc., which are used in ink print to indicate change of language, should be ignored in braille. However, italics should be used when required for emphasis.

§3. Title Pages:

a. If a title is in a foreign language, it should be written in full spelling, using the necessary foreign-accented letters. All other information on the title page, including the names of authors and publishers with foreign names containing foreign-accented letters, should be written in contracted English braille, with the foreign-accented letters indicated by dot 4.

b. Do not designate on the title page that the book is transcribed in a particular language, such as French, etc., although this information may be placed in ink print on the spine of the cover.

§4. **Conjugations; Declensions; Genders: Singular and Plural Forms; Comparatives:** For the writing of these materials, consult Appendix B2.

§5. **Footnotes:** In general, footnotes should be treated as shown in Rule VI. *Exception:* In foreign-language prose passages cluttered with numerous notes, use the following format:

a. Do not end the braille line of text with the first note reference, but continue to the end (regardless of the number of note references which can be contained therein) before inserting the notes on the following braille lines.

b. No word should be divided at the end of the line.

c. The note should begin on the following line.

d. The note symbols, followed by the corresponding note, should begin in cell 7, with all runovers beginning in cell 5.

e. Such notes should be numbered only if they are numbered in ink print.

f. Normal paragraphing and margins should be resumed when continuing the text.

§6. Foreign-language Passage Followed by English Translation:

a. If, *in the body of a paragraph*, a foreign-language passage is followed immediately by its English translation, the ink-print format (including the use of italics and/or parentheses) should be followed.

Liaison  (dots 2-6, 3-5), with a space before and after. **Ex:**

vous avez 

parlent-ils 

Separation  (dots 5-6, 2-3), with a space before and after. **Ex:**

les héros 

b. **Voice inflection** should be shown by the use of the following signs:

Rising Inflection  (dots 6, 2-5), preceding the syllable affected. No space should be left between the symbol and the parts of the word which may precede or follow it. **Ex:**

Anglais 

Falling Inflection  (dots 2-5, 3), preceding the syllable affected. No space should be left between the symbol and the parts of the word which may precede or follow it. **Ex:**

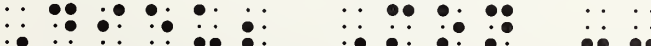
sagement 

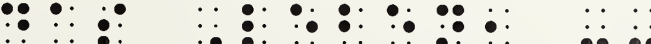
§8. Vocabularies and Dictionaries: In foreign-language vocabularies and dictionaries, a colon should be placed after the complete entry, including endings and abbreviations for gender or parts of speech. All variations in type should be ignored, except when they are used for emphasis. Abbreviations should always be followed by a period. Parentheses, if any, should be omitted from abbreviations for gender or parts of speech. Each entry word should start at the margin, with all runovers beginning in cell 3.

a. If diacritics or phonetics are used, consult Rule XX.

b. When a spaced hyphen, dash, or special ink-print symbol is used in a vocabulary to indicate a repeated word, a dash (dots 3-6, 3-6), preceded and followed by a space, should be used in braille. If, in ink print, an accent sign appears above the spaced hyphen or dash, the accent sign (dot 4) should be placed before the dash. **Ex:**

coup, — de pied 

Dieu; Mon ∞ 

das Leben, — 

der Laden, = 

c. If, in ink print, a hyphen or special symbol is used to represent the omission of a part of a word, the hyphen should be used in braille. Dot 4 should precede the hyphen when an accent mark appears over the hyphen in ink print. **Ex:**

exacto, -a 

These signs should be preceded and followed by a space. If a foot sign occurs within a word, the hyphen, followed by a space, is used after the syllable ending the foot. **Ex:**

Arma	vi-		rumque	ca-		
⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠	⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠	⠠⠠	
no		Tro-		jae	qui	
⠠⠠⠠⠠	⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠	⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠	⠠⠠
primus	ab		oris			
⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠	⠠⠠	⠠⠠⠠⠠⠠⠠⠠			

b. Where meter is shown by diagramming (omitting the words of the line of poetry), the long, short, end-of-foot and caesura signs should follow the ink-print copy. If such diagrams show two or more choices of meter for a particular foot, the word “or” should be inserted between the choices. **Ex:**

— —		— — —		—		— — —		— —		—
⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠
⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠
≡ ≡		— — —		— —		—				
⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠
⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠

APPENDIX F—CATALOG CARDS

§1. **Library Cards:** In transcribing catalog cards, follow ink-print format as closely as possible. **Ex:**

a. Author Card:

AUTHOR CARD	
629.138	Hendrickson, Walter B.
H	Handbook for space travelers; illus. by Jack Russell.
	Bobbs 1959
	256p illus.
To prepare for a future take-off the reader becomes acquainted with the tools of space flight—the mechanics of rockets, and the atmosphere. He learns about the development of rockets from the first Chinese sky rockets to the rocket and space flight plans of the future. Information about rocket bases and the solar system is also introduced. (Publisher)	
1 Rockets (Aeronautics)	2 Space flight 1 Title 629.138
60W7,802	○ (W) The H. W. Wilson Company

(For braille transcription, see page 134.)

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b. Title Card:

		TITLE CARD	
	Handbook for space travelers		
629.138	Hendrickson, Walter B.		
H	Handbook for space travelers; illus. by Jack Russell.		
	Bobbs 1959		
	256p illus.		
	To prepare for a future take-off the reader becomes acquainted with the tools of space flight—the mechanics of rockets, and the atmosphere. He learns about the development of rockets from the first Chinese sky rockets to the rocket and space flight plans of the future. Information about rocket bases and the solar system is also introduced. (Publisher)		
	1 Rockets (Aeronautics) 2 Space flight 1 Title 629.138		
	60W7,802	○	(W) The H. W. Wilson Company

(For braille transcription, see page 136.)

c. Subject Card:

		SUBJECT CARD	
	ROCKETS (AERONAUTICS)		
629.138	Hendrickson, Walter B.		
H	Handbook for space travelers; illus. by Jack Russell.		
	Bobbs 1959		
	256p illus.		
	To prepare for a future take-off the reader becomes acquainted with the tools of space flight—the mechanics of rockets, and the atmosphere. He learns about the development of rockets from the first Chinese sky rockets to the rocket and space plans of the future. Information about rocket bases and the solar system is also introduced. (Publisher)		
	1 Rockets (Aeronautics) 2 Space flight 1 Title 629.138		
	60W7,802	○	(W) The H. W. Wilson Company

(For braille transcription, see page 137.)

§2. Book Card (containing brief review of contents): The following example shows a sample card, giving the order of information.
Ex:

Author, title	Gipson, Fred. <u>Old Yeller.</u>
Publisher, date	Harper & Brothers, 1956.
Contents of book	A story about life in Texas in the 1860's and about the relationship between a boy and a dog. I found it very enjoyable and exciting.
Reviewer's opinion	
Reviewer's name	Paul Ferguson

(For the order of information contained on such a card, and a sample braille card, see page 138.)

APPENDIX G—LETTERS AND ENVELOPES

§1. **Letters**—Sample letters appearing in ink-print texts should be reproduced in the same format in braille.

a. When reproducing *blocked* form in braille, lines must be skipped between paragraphs, and the paragraphs should not be indented.

b. Never skip lines between the heading and the inside address, or between the last line of the body of the letter and the complimentary close.

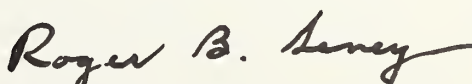
c. The complimentary close, signature, writer's and typist's initials, and notice of enclosure must be written on the same braille page as the last line of the body of the letter.

d. If marginal identifications of parts of letters are included, a sample outline form, showing only the marginal information and lines of dots 2-5, should be presented first, followed by the letter itself. A transcriber's note should be inserted before the outline form, to explain its purpose, if the ink-print copy does not make this clear.

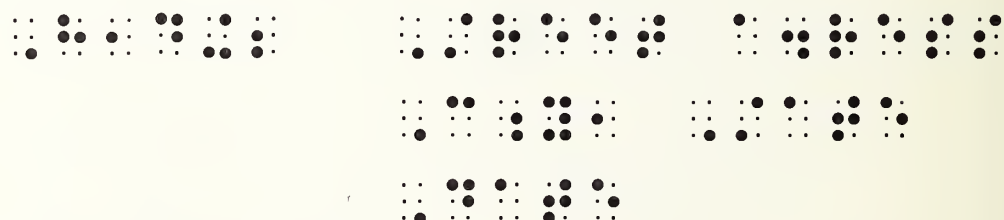
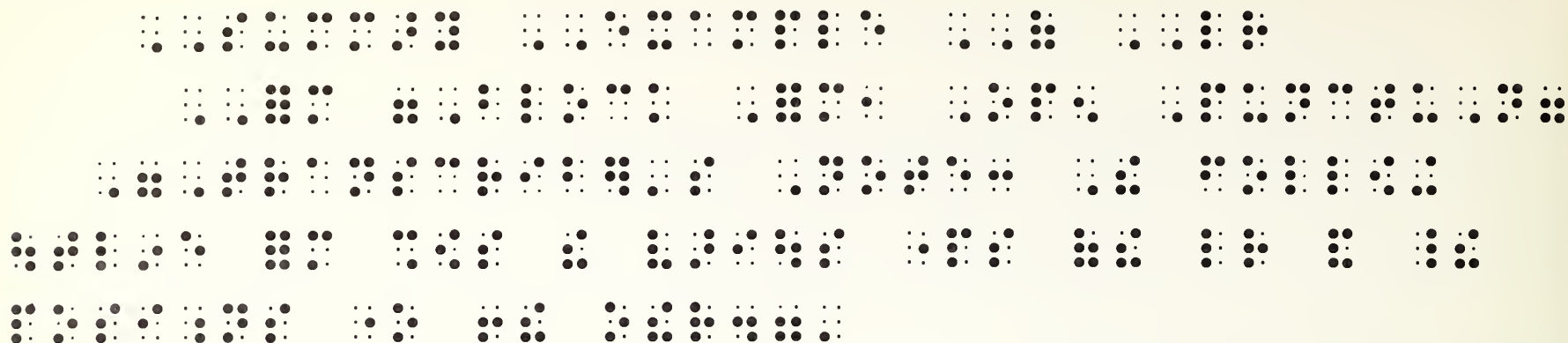
Since the transcriber will find many variations in copy and format, the examples given below should be treated as guides. **Ex:**

SUMMARY EXAMPLE OF LETTER FORM

(*Block Form, Open Punctuation*)

<i>Heading</i>	605 Rose Avenue Ruston, Louisiana February 15, 19__
<i>Inside Address</i>	American Red Cross 511 North Broad Street Philadelphia 23, Pennsylvania Attention of Mr. Samuel Everett
<i>Salutation</i>	Gentlemen:
<i>Body</i>	I am informed that you are the publishers of a pamphlet describing music and games for use with children of different cultural backgrounds. I have been working with such a group of children and should like to receive a copy of this publication. A check for \$1.25 to cover the cost is enclosed.
<i>Complimentary Close</i>	Very truly yours,
<i>Signature</i>	 Roger B. Seney
	RBS:hg Enc.

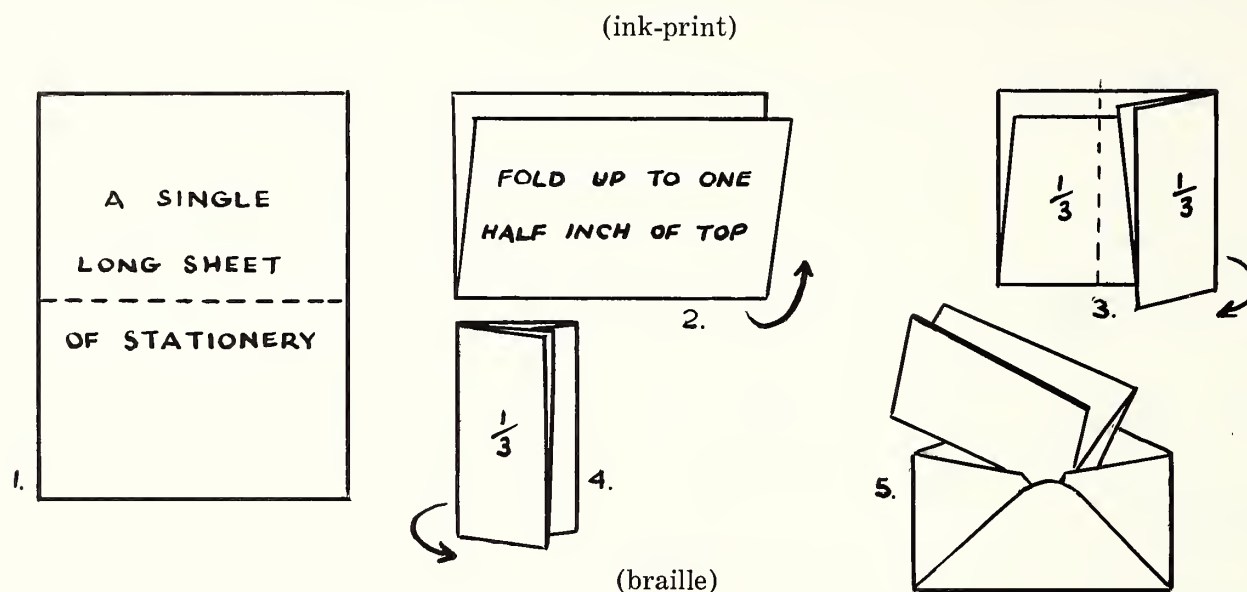
(For braille format of both the outline form and the sample letters, see pages 140-141.)



0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

e. When the folding and inserting of letters in envelopes is shown by diagrams which are not adequately explained in words, the transcriber must interpret the diagrams in words, without reference to any letters, arrows, etc., employed in the diagram, and the diagram should be omitted. Ex:

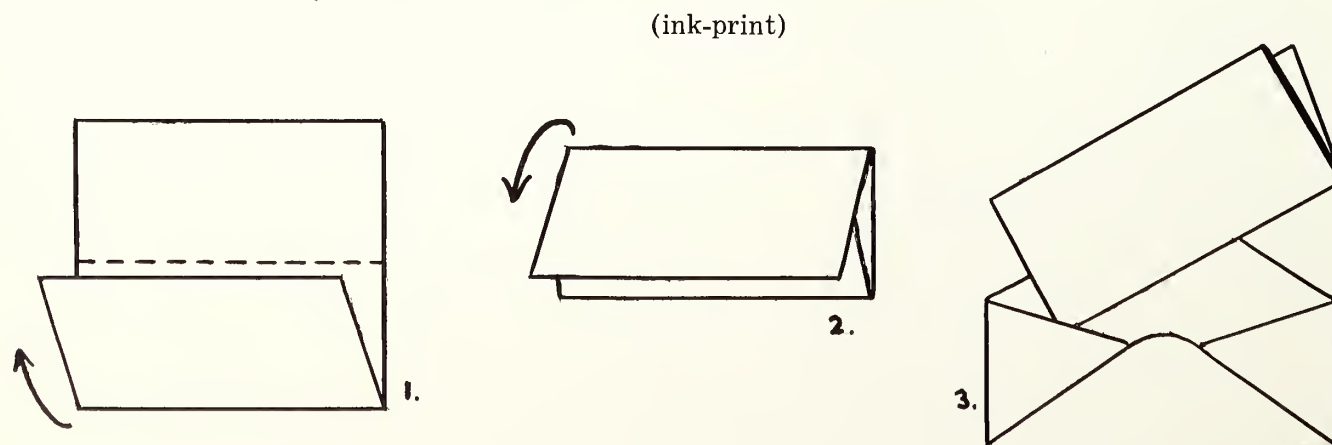
Example #1—Folding for and Inserting in a #6 Envelope



There are five separate steps involved in folding and inserting the standard-size letter in the standard envelope, known as a “No. 6 envelope” ($3\frac{3}{4}$ " x $6\frac{3}{4}$ "):

1. Place the letter on the desk, face up, bottom toward you.
2. Bring the lower edge up to within one-half inch of the top, and fold.
3. Fold from right to left one third the width of the sheet.
4. Fold the remaining portion from left to right.
5. Insert the letter in the envelope with the closed edge down.

Example #2—Folding for and Inserting in a #10 Envelope



(braille)

For the large “No. 10 Envelope” (4" x 9½"), proceed thus:

1. Fold the bottom upward one third the length of the sheet.
2. Fold the top down to within one quarter inch of the lower fold.
3. Insert the letter in the envelope, with the closed edge down, and the flap against the front of the envelope.

§2. **Envelopes**—Format for the addressing of envelopes should be presented in braille as shown in the ink-print copy. If the outline of the outer edges of the envelope is shown in ink print, it should be reproduced in braille. **Ex:**

John H. Lourd Asbury Heights Portland 4, Oregon	Stamp
The J. M. Haynes Company 2104 Madison Avenue New York 10 New York	
<u>Attention: Mr. Herbert Meley</u>	

(See example on page 144 for braille format.)

APPENDIX H—CROSS-WORD PUZZLES

§1. Cross-word puzzles should be written on the braillewriter or slate. In puzzles with numerals of no more than two digits, i.e., no greater than 99, use the following procedures:

a. All squares of the grid should be two cells wide, and be separated from each other by a blank space.

(1) The numbers should be written in the upper part of the cell, without the number sign. Numerals from 1-9 should be followed immediately by a hyphen to complete the square.

(2) Unnumbered open squares should be represented by the dash (dots 3-6, 3-6).

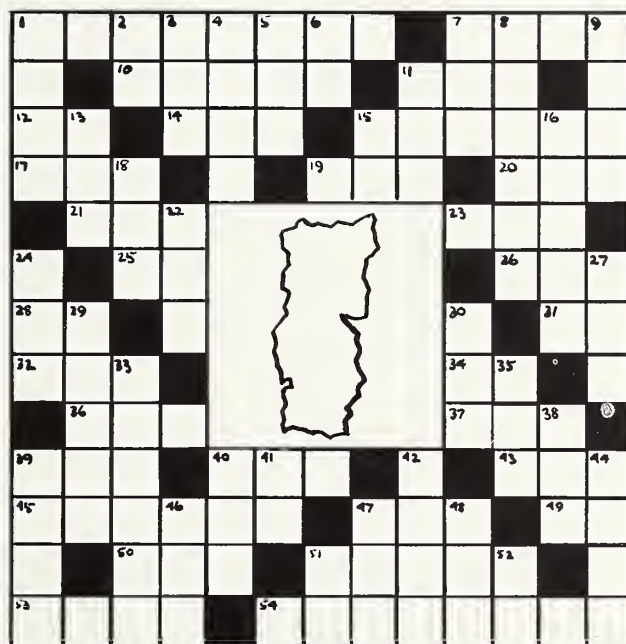
(3) Solid or shaded squares should be represented by two full cells of dots 1-2-3-4-5-6.

b. A line should be skipped at the end of the puzzle before inserting the two lists of clues.

c. The lists of clues should be written in column form. The “across” clues should be completed before writing the “down” clues. In puzzles for primary grades, it sometimes may be possible to present the “across” and the “down” clues in parallel columns.

d. The puzzle grid should be presented on facing pages when it cannot be contained within the width of one braille page. (For the format for facing braille pages, see §39b(11).)

Example



Across

1. Country in S.W. Europe
 7. Move arms and legs in water
 10. Wooden frame used for supporting pictures
 11. Beverage
- Etc.

Down

1. One who annoys constantly
 2. Regarding (abbr.)
 3. Sunburn
 4. Employed
 5. Obtain
- Etc.

(See Example on pages 146-147 for braille transcription)

⠠⠠⠠⠠

⠠⠠⠠

⠠⠠⠠

⠠⠠

⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠

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⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠

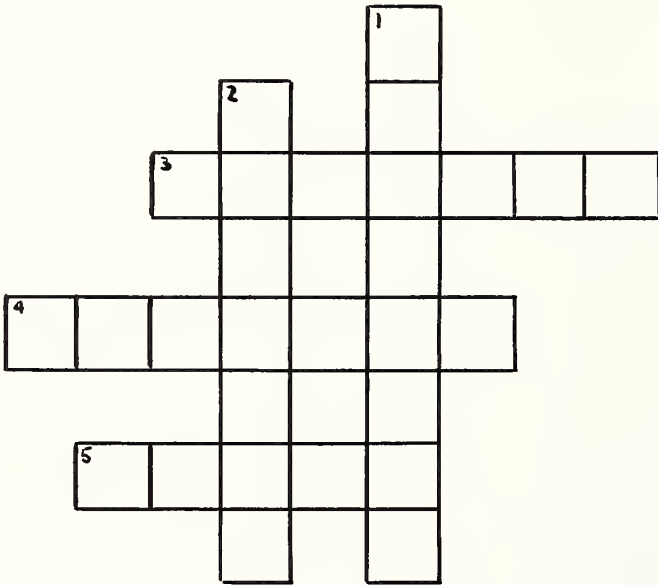
⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠

⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠

§2. If the solid squares are omitted in ink print, leaving an irregularly-shaped diagram, the grid should be squared off by inserting two cells each of dots 1-2-3-4-5-6 for each missing solid square. If, in addition, the ink-print diagram shows the numbers outside the open squares, the numbers should be inserted in braille in the proper open squares in accordance with §1b above. Ex:



Across

- 3. time free from work
- 4. something not understood
- 5. lines of poetry

Down

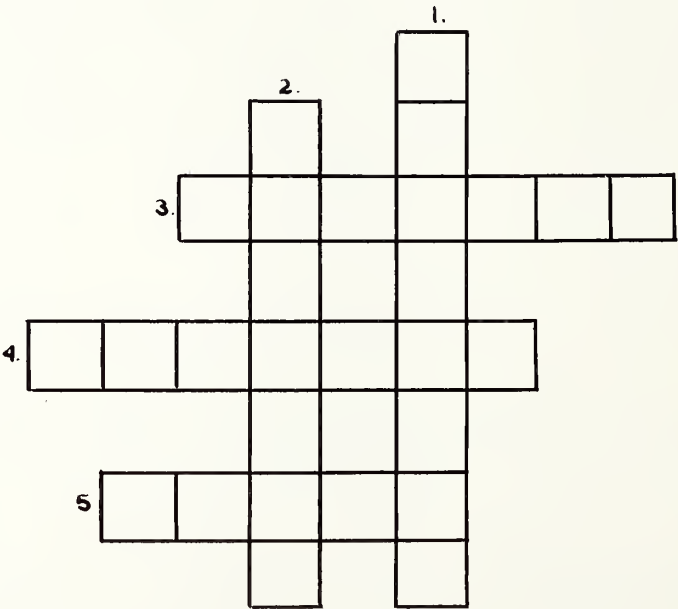
- 1. abandoned
- 2. one hundred years

Across

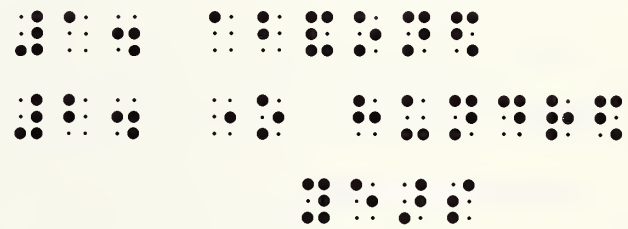
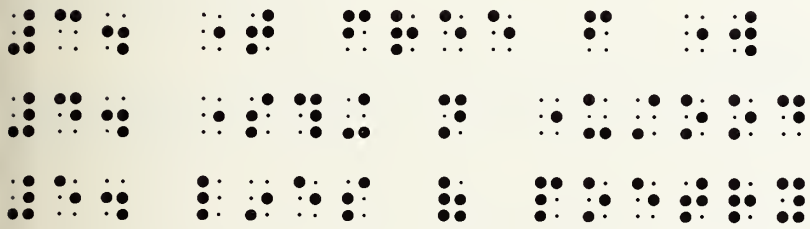
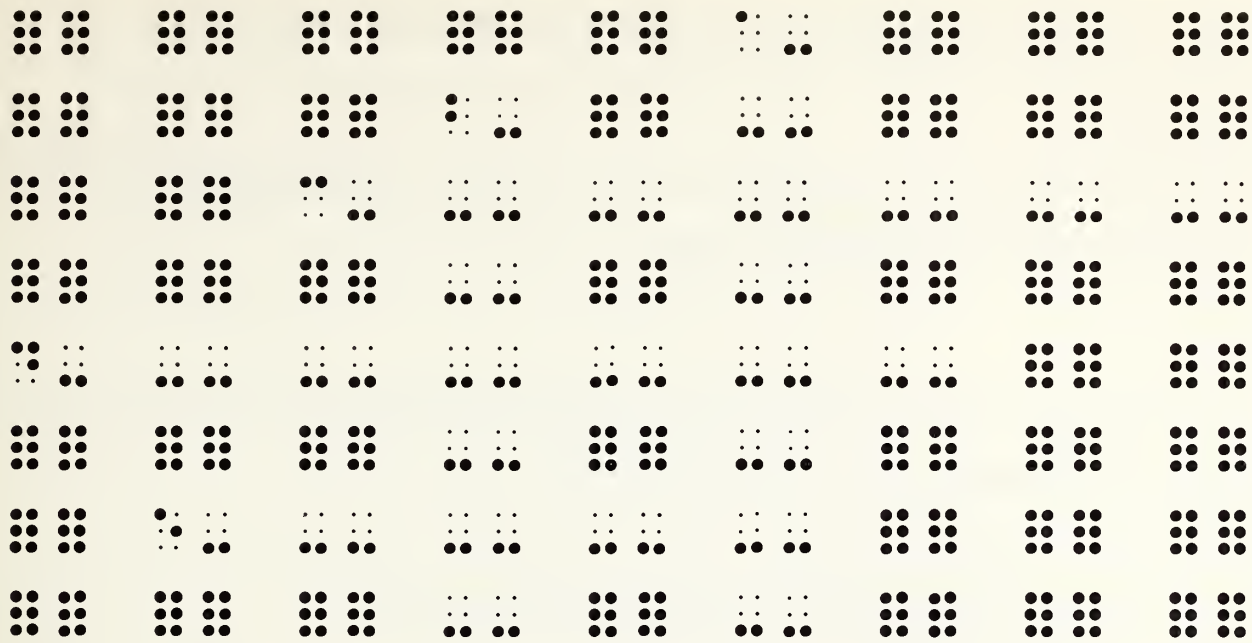
- 3. time free from work
- 4. something not understood
- 5. lines of poetry

Down

- 1. abandoned
- 2. one hundred years



(See example on page 149 for braille transcription of both ink-print examples.)



APPENDIX I—GEOMETRIC FIGURES; LINES; GRAPHS; TABLES OF NUMBERS

§1. General Principles for Spacing:

- a. The limit of space between all tactual symbols (lines, figures, letters, etc.) should be not less than $\frac{1}{8}$ ".
- b. No figure should be larger than necessary for legibility by touch.

§2. Geometric Figures:

- a. Simple Figures, without identifying symbols or additional lines or shadings, should conform to the following specifications:

- (1) **Triangles**—Any side or altitude, whichever is shorter, should be $\frac{3}{4}$ ".
- (2) **Circles** should have a radius of $\frac{1}{2}$ ".
- (3) **Ellipse**—The shortest distance from the center to any point on an ellipse should be $\frac{1}{2}$ ".
- (4) **Squares** should have all sides $\frac{1}{2}$ " in length.
- (5) **Rectangles** should have an altitude of $\frac{1}{2}$ ", with a ratio of the sides of 2 to 1.
- (6) **Rhombus** (diamond) should have an altitude of $\frac{3}{4}$ ".
- (7) **Parallelogram** (rhomboid) should have its shortest altitude $\frac{3}{4}$ ".
- (8) **Trapezoid** should have its shortest altitude $\frac{3}{4}$ ".
- (9) **Quadrilateral** (trapezium) should have its shortest altitude $\frac{3}{4}$ ".
- (10) **Polygon** of 5 or more sides should have its shortest side $\frac{1}{2}$ ".

b. **Lettered or Numbered Figures:** The minimum size of figures with accompanying symbols must be large enough to accommodate the standard dimensions for braille:

(1) External or internal identifying symbols (letters, numbers, degrees) should be no closer to any side or point on the figure than $\frac{1}{8}$ ".

(2) The position of the labelling of figures should conform to the ink-print wherever possible. If this is not feasible, the positions of the braille labels should be such that the label is clearly identified with the point of reference; otherwise, a descriptive legend should be substituted.

(3) If the available space for a drawing cannot accommodate all internal or external identifications, a descriptive legend should be substituted.

§3. Lines:

- a. **Recommended Kinds of Lines**, in order of preference:

- (1) Dotted line of small, closely-spaced dots.
- (2) Dotted line of small, wider-spaced dots.
- (3) Dash-dot line composed of thin line $\frac{1}{4}$ " in length and a small dot, with .090" spacing between.

(4) Dash-dash line composed of thin lines $\frac{1}{4}$ " in length, with .090" spacing between.

(5) Broad dotted line, composed of larger, closely-spaced dots; or two parallel lines of small, closely-spaced dots, the spacing between lines to be .090".

(6) Narrow, flat, solid lines.

(7) Dotted line of widely-spaced broad dots, at least twice the size of the small dots in (1).

(8) Wavy, solid lines.

b. In figures, graphs, etc., using several kinds of lines in ink print:

(1) Outlines of basic figures should be made with either line (1) or line (6) described in §a above.

(2) All other lines on figures should then be varied as required to provide distinction between lines.

c. Spacing of Lines:

(1) No line shall be less than $\frac{1}{2}$ " in length.

(2) When lines intersect, they should be extended so that the minimum distance between their points of widest separation will be not less than $\frac{1}{4}$ ".

(3) A dot larger in size than the regular braille dot should be inserted only where lines intersect each other or at the point where a tangent touches a circle. (Care should be taken not to draw the lines through the point of intersection or tangency, and thereby destroy the dot.)

§4. Graphs:

a. Bar Graphs should be made by use of the full braille cell (dots 1-2-3-4-5-6) to represent each whole unit, plus the dropped numbers 1-9 (without the number sign) to represent parts of units. No space should be left between the whole and/or part units.

b. Graphs of Equations: In presenting this type of graph:

(1) The grid should be omitted. The X and Y axes should be drawn with a solid, heavy line, with the grid points along the X and Y axes marked off by short, narrow lines extending not more than $\frac{1}{2}$ " either side of each axis.

(2) The coordinates should be indicated by large dots, the graph line being drawn so as to connect the coordinates (without actually drawing the line through the dots, and thereby destroying them) and extend to the limits of the figure.

(3) The units on the X and Y axes should be marked in braille to the left of the Y axis and below the X axis. The origin at the intersection of the X and Y axes should be marked by a large dot unlike any other used on the graph.

(4) The number of points shown and/or identified on the scale of the grid along the axes should be the minimum needed for understanding the graph.

(5) The coordinates, omitting the parentheses, should be inserted at least $\frac{1}{8}$ " from the point that it describes, preferably to the right of the point.

(6) Any equation shown in ink print along the line of the graph should be inserted before presenting the graph. Similarly, solutions to the equations, often found near the bottom of the grid in ink print, should be written following the presentation of the graph.

(3) A space should be left after a word in full capitals which is followed by a sign of operation or the parenthesis opening a mathematical expression. **Ex:**

NPAGE + 1

SIN F (1 + 2)

(4) When words in all capitals are unspaced from an uncapitalized letter or letters, dot 5 should be inserted before the uncapitalized letter or letters. Contractions should not be used. **Ex:**

THISbISbTHEb etc.

c. Spacing:

(1) A sign of operation must always be spaced from any word preceding or following it. **Ex:**

NPAGE+SIN F

(2) A space should be left before and after a symbol of comparison. **Ex:**

NPAGE = 1

(3) The mathematical parentheses must immediately precede and follow a mathematical expression shown in parentheses. **Ex:**

(x + y) (1 + 2)

(4) The English Braille parentheses should be used preceding and following literary expressions. **Ex:**

He (the man) came.

(5) In all other instances, the spacing of the ink-print copy should be followed.

d. Title and Contents Pages:

(1) English Braille Roman and Arabic numbers should be used on all title and contents pages.

(2) The code in which a book is written should not be included on the title page, and thus the words "English Braille," "Nemeth Code," etc., should be omitted.

(5) Contractions should not be used in abbreviated scientific words or phrases, such as SIN, etc.

g. Mathematical Expressions Found Within the Text:

(1) All mathematical symbols and signs of operation within the general text should conform to the Nemeth Code.

Ink-print Sign	Braille Sign	Meaning	Ink-print Sign	Braille Sign	Meaning
+	$\begin{smallmatrix} \bullet \\ \bullet \bullet \end{smallmatrix}$	Plus Sign		$\begin{smallmatrix} \bullet \bullet \\ \bullet \bullet \end{smallmatrix}$	Opening Radical Indicator
—	$\begin{smallmatrix} \bullet \bullet \\ \bullet \bullet \end{smallmatrix}$	Minus Sign		$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Closing Radical Indicator
•	$\begin{smallmatrix} \bullet \bullet \\ \bullet \bullet \end{smallmatrix}$	Times Sign (dot)		$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Index to a Radical Indicator
×	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Times Sign (cross)		$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Superscript Indicator
÷	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Divided By		$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Subscript Indicator
=	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Equals		$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Base-line Indicator
.	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Decimal Point		$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Opening Mathematical Parenthesis
*	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Asterisk		$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Closing Mathematical Parenthesis
/	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Slant Line			
—	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Horizontal Line	>	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Greater Than
	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Opening Simple Fraction Indicator	<	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Less Than
	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Closing Simple Fraction Indicator	±	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Plus or Minus
	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Opening Complex Fraction Indicator	∓	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Minus or Plus
	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Closing Complex Fraction Indicator		$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Mathematical Comma
	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Complex Fraction Line	\$	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Dollar Sign
	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Opening Mixed Number Indicator		$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Numeric Indicator
	$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Closing Mixed Number Indicator		$\begin{smallmatrix} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{smallmatrix}$	Punctuation Indicator

(2) Contractions should not be used in words which are in direct contact with any mathematical symbol.

h. The Punctuation Indicator $\begin{smallmatrix} \cdot\cdot \\ \cdot\cdot \end{smallmatrix}$ (dots 4-5-6) must be used:

(1) Before one or more marks of punctuation which follow a mathematical symbol. However, the punctuation indicator must not be used before the mathematical comma or before a hyphen or a dash. **Ex:**

This is 27. $\begin{smallmatrix} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{smallmatrix}$

Is it 26? $\begin{smallmatrix} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{smallmatrix}$

27, 28 $\begin{smallmatrix} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{smallmatrix}$

28-29 $\begin{smallmatrix} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{smallmatrix}$

1915-16 $\begin{smallmatrix} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{smallmatrix}$

(2) Before the apostrophe which occurs in plural numbers, letters or any mathematical expression, and before any punctuation mark which occurs after the apostrophe-s. **Ex:**

4's $\begin{smallmatrix} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{smallmatrix}$ 4's. $\begin{smallmatrix} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{smallmatrix}$

i. The Mathematical Comma $\begin{smallmatrix} \cdot\cdot \\ \cdot \end{smallmatrix}$ (dot 6) should be used for the comma after any mathematical expression, or for the comma

within a long number. **Ex:**

1, 2, 3 $\begin{smallmatrix} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{smallmatrix}$

123,456 $\begin{smallmatrix} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{smallmatrix}$

j. The Long Dash $\begin{smallmatrix} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \\ \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{smallmatrix}$ (dots 3-6, 3-6, 3-6, 3-6), must be used to indicate the omission of a word or phrase which the

reader is required to fill in. The long dash is literary braille and must be spaced and punctuated as in English Braille.

k. Simple-Fraction Indicators:

(1) The simple-fraction indicators must be used to enclose a simple fraction whose numerator and denominator are separated by a horizontal fraction line. A simple fraction is a fraction in which neither the numerator nor the denominator contains a fraction, except possibly at the superscript or subscript level. **Ex:**

$\frac{1}{2}$ $\begin{smallmatrix} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{smallmatrix}$

$\frac{1}{2}x + y$ $\begin{smallmatrix} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{smallmatrix}$

$x^{\frac{1}{2}}$ $\begin{smallmatrix} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{smallmatrix}$

(2) The simple-fraction indicator is not used with a simple fraction whose numerator and denominator are separated by a diagonal line. **Ex:**

$$\frac{1}{2} \quad \begin{array}{c} \cdot \cdot \cdot \cdot \cdot \\ \cdot \cdot \cdot \cdot \cdot \end{array}$$

(3) The simple-fraction indicators are not used with mixed numbers. (See §1 below.) **Ex:**

$$3\frac{1}{2} \quad \begin{array}{c} \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \\ \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \end{array}$$

l. **Mixed-number Indicators** must be used before and after the fraction part of the number. **Ex:**

$$3\frac{1}{2} \quad \begin{array}{c} \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \\ \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \end{array}$$

$$3 \ 1/2 \quad \begin{array}{c} \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \\ \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \end{array}$$

m. **Complex-Fraction Indicators:** Since a fraction which contains a horizontal line requires the simple-fraction indicator, the complex-fraction indicators must be used when there is such a fraction in the numerator or denominator, or both. If a fraction occurs at the superscript or subscript level, it should be considered a simple fraction. **Ex:**

$$\frac{\frac{1}{2}}{3} \quad \begin{array}{c} \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \\ \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \end{array}$$

$$\frac{\frac{1}{2}}{\frac{2}{3}} \quad \begin{array}{c} \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \\ \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \end{array}$$

$$\frac{x^{\frac{1}{2}}}{y} \quad \begin{array}{c} \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \\ \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \end{array}$$

n. **Superscripts and Subscripts:**

(1) When a right superscript follows a mathematical expression (either a number or a letter), the superscript indicator $\begin{array}{c} \cdot \cdot \\ \cdot \cdot \end{array}$ (dots 4-5), should be used before the superscript. If there is another mathematical expression immediately after the superscript, dot 5 must be used to indicate that the mathematical expression has returned to the base line. If the superscript is followed by a space, the dot 5 is not necessary before the next mathematical expression. **Ex:**

$$x^2 \quad \begin{array}{c} \cdot \cdot \cdot \cdot \cdot \\ \cdot \cdot \cdot \cdot \cdot \end{array}$$

$$x^2 + y \quad \begin{array}{c} \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \\ \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \end{array}$$

$$x^2 = 8 \quad \begin{array}{c} \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \\ \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \cdot \end{array}$$

(2) When a right subscript follows a number, the subscript indicator $\begin{array}{c} \cdot \cdot \\ \cdot \cdot \end{array}$ (dots 5-6), should be used before the subscript.

If there is another mathematical expression immediately following the subscript, dot 5 must be used to indicate that the mathematical expression has returned to the base line. If the subscript is followed by a space, dot 5 is not necessary before the next mathematical expression. **Ex:**

$$\begin{array}{l}
 7, \quad \begin{array}{cccc} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \\ \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{array} \\
 7_x + y \quad \begin{array}{ccccccccc} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \\ \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{array} \\
 7_x = y \quad \begin{array}{ccccccccc} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \\ \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{array}
 \end{array}$$

(3) When a right subscript which is a number follows a letter, the subscript indicator is not necessary, and dot 5, the base-line indicator, is not required. Ex:

$$\begin{array}{l}
 x_2 \quad \begin{array}{cc} \cdot\cdot & \cdot\cdot \\ \cdot\cdot & \cdot\cdot \end{array} \\
 x_2B \quad \begin{array}{cccc} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \\ \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{array}
 \end{array}$$

o. Radicals: The sign $\begin{array}{c} \cdot\cdot \\ \cdot\cdot \end{array}$ (dots 3-4-5), should be used to indicate the opening of a radical, and the sign $\begin{array}{c} \cdot\cdot \\ \cdot\cdot \end{array}$ (dots 1-2-4-5-6), should be used to indicate the closing of a radical. If the radical is other than a square root, the opening radical sign should be preceded by $\begin{array}{c} \cdot\cdot \\ \cdot\cdot \end{array}$ (dots 1-2-6), plus the number indicating the index of the radical, i.e., cube root, fourth root, etc. Ex:

$$\begin{array}{l}
 \sqrt[4]{} \quad \begin{array}{ccc} \cdot\cdot & \cdot\cdot & \cdot\cdot \\ \cdot\cdot & \cdot\cdot & \cdot\cdot \end{array} \\
 \sqrt[3]{} \quad \begin{array}{ccccc} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \\ \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{array} \\
 \sqrt[4]{} \quad \begin{array}{ccccc} \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \\ \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot & \cdot\cdot \end{array}
 \end{array}$$

§2. Computer Statement:

a. A Computer Statement is a programming chart showing precisely the information to be punched on the card. Therefore, one-cell symbols are used for all characters, as follows:

- (1) All capitalization should be omitted.
- (2) No contractions should be used in words.
- (3) All letters, numbers, and symbols should conform to the Nemeth Code, except for the following:

Sign	Meaning
$\begin{array}{c} \cdot\cdot \\ \cdot\cdot \end{array}$	Each asterisk/multiplication
$\begin{array}{c} \cdot\cdot \\ \cdot\cdot \end{array}$	Virgule/division
$\begin{array}{c} \cdot\cdot \\ \cdot\cdot \end{array}$	Equals Sign
$\begin{array}{c} \cdot\cdot \\ \cdot\cdot \end{array}$	Dollar Sign
$\begin{array}{c} \cdot\cdot \\ \cdot\cdot \end{array}$	Period/decimal

Sign	Meaning
$\begin{array}{c} \cdot\cdot \\ \cdot\cdot \end{array}$	Semicolon
$\begin{array}{c} \cdot\cdot \\ \cdot\cdot \end{array}$	Quotation Marks (open and close)
$\begin{array}{c} \cdot\cdot \\ \cdot\cdot \end{array}$	Greater Than >
$\begin{array}{c} \cdot\cdot \\ \cdot\cdot \end{array}$	Less Than <

b. Braille Format for Computer Statement:

(1) When a statement is presented with its information spread out and placed in proper position, the braille format should follow the ink-print format as closely as possible. It is not necessary to show the boxing lines, as indicated in §c and §d below, unless the boxing lines are shown in the text.

(2) Column numbers should start in cell 2 and extend into the 41st cell. This will give 40 numbers, making it necessary to put numbers 41 through 80 on another line. Since only one symbol may be written in each column, it will be necessary to write each 2-digit number on two lines. Therefore, on the first line, beginning in cell 2, write 9 zeros. Beginning in cell 11, write the 1 of the number 10 ten times, the 2 of 20 ten times, the 3 of 30 ten times, the 4 of 40 once. On the second line, beginning in cell 2, write the numbers 1 through 9, followed by the 0 through 9 of 10-19, and repeat 0-9 across the line, ending with the 0 of 40. On line three, beginning in cell 2, write 9 fours, 10 fives, 10 sixes, 10 sevens, and 1 eight.

(3) The material to be brailled on the statement sheet must be placed in the precise numbered column as the ink-print statement. If a line in the statement must be continued to another braille line, the sign  (dots 1-2-3-4-6) must be inserted in cell 1 of the continuing line.

c. Flow-chart Box Numbering:

(1) The box numbers usually do not appear in the ink-print copy.

(2) The shapes in the ink-print copy should be numbered in numeric order, beginning with 11. Begin numbering with the single shape at the top, following in a vertical line from shape to shape until a branching point is reached. Continue numbering vertically the shapes in the column which is furthest left, to its conclusion. Then, moving to the right, number the shapes in each column vertically, omitting those already numbered. Repeat this procedure wherever a new branching point is reached until all the shapes are numbered. (For positioning, see §d(2) below.)

d. Braille Format for Flow Charts:

(1) Flow charts should begin on line 2 of a new braille page, where necessary. The numbers identifying the shapes should begin at the margin, and should be immediately followed, without a space, by the box-shape indicator (c for circle, d for diamond, o for oval, r for rectangle, s for square). Leave one space after the box-shape indicator and write the statement within the shape. Beginning with the first shape, list each shape number, one under the other, until a branching point is reached.

(2) The alternate paths at a branching point should start in cell 8, and should be immediately followed by a dash and the number and shape to which the branch goes, after which the shape numbers should again start at the margin until another branching point is reached. If a single branching point (one arrow) indicates a return to a previously used box, and if it contains no information on the arrow line, the instruction "Go to," followed by a dash, should be inserted, and the box number and shape should be indicated. Continue this procedure until all the numbered shapes are listed.

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